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ABSTRACT

This final report documents the achievements of the State of Georgia Department of Education Speech-Language Pathology Assessment Project (SPAP), which examined competencies needed by school speech-language pathologists and developed the Speech-Language Pathology Assessment Instrument (SPA1) to assess those competencies. Trainees, instructed in SPA1 data collection, assessed competencies of speech-language pathologists (SLPs) during a therapy session. Other project activities concerned SLP certification and efforts to revise the SPA1. Appendixes, which make up the bulk of the report, include information on the training conference and on minimum performance levels for certification. (CL)

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SPEECH-LANGUAGE PATHOLOGY ASSESSMENT PROJECT
1982-83 FINAL REPORT

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Speech-Language Pathology Assessment Project - (1982-83)

Final Report

The title of this project was the State (of Georgia) Department of Education Speech-Language Pathology Assessment Project. The acronym used in lieu of this title in this report is SPAP.

I. INTRODUCTION

Historical Perspective

The SPAP is a continuation of the work completed during 1979-1980 by a state-wide speech-language pathology (SLP) committee funded by the State Department of Education. That committee, under the aegis of the Special Education Competencies for Teachers Project, developed the Speech-Language Pathology Assessment Instrument (SPAI) and served as the validation panel for the instrument.

During the initial meetings of the statewide SLP committee in 1978, all available existing competency assessment instruments were examined for competency statements that might be pertinent to school speech-language pathologists (SLPs). A critical incident technique, in which videotaped recordings of actual therapy sessions were studied, was used to develop new competency indicators. A list of 112 competency statements resulted from these activities. A state-wide survey was used to determine which of these competency statements should be minimally required of beginning SLPs. All SLPs and special education directors in Georgia as well as a ten-percent sampling of all Georgia principals were mailed a copy of the survey. Four questions were asked for each of the 112 competency statements to determine their importance, their frequency of use, the typical performance level, and the appropriate assessment source.

After essential competencies and indicators were identified through the survey, the state committee wrote descriptors of the skills and behaviors to be demonstrated by SLPs. A delphi process was used. At this point, a draft assessment instrument called the SECT/SLP Instrument was developed and subsequently field-tested.

After completion of the draft instrument, a concurrent validation study was undertaken. Thirty-three SLPs from around the state were interviewed and observed during the 1979-80 school year by two teams of evaluators using both a generic teacher performance assessment instrument (Teacher Performance Assessment Instrument - TPAI) and the newly developed instrument. The interviews and therapy observations were recorded on videotape and all subjects were rated on their overall demonstration of competency by an expert panel of SLP practitioners and teacher educators. As an external criterion measure, the panel's rankings and classifications of the SLPs were compared to the ratings from the two performance assessment instruments (TPAI and SPAI). Those items and competencies that were positively and significantly related to the external criterion were considered valid and formed the revised instrument.

After original validation procedures were completed, data were collected in January, 1981, to establish minimal competency levels based on expert opinions. Thirty-seven SLPs from throughout Georgia were asked to assign what each believed to be the minimally acceptable rating for each for the 23 indicators. The mode of ratings assigned to each indicator was designated as the minimal competency level which would be accepted for that indicator.

1981-82 Project Review:

During the 1981-82 project year two surveys were completed to update minimum performance levels. A February, 1982, survey once again sampled (N=31) master's level SLPs working in Georgia schools.¹ Data were again collected in June, 1982, from those individuals (N=18) attending the first trainee debriefing conference. Results of the two latter surveys were arithmetically averaged (See Appendix B) for trial use with the 1982-83 field practice data.

The first criterion ratings conference was held in August of 1981. At that time, an expert panel established ratings for the tapes and other sample assessment materials which were subsequently employed in the training of SPAI data-collectors.

During 1981-82, 29 master's level school SLPs were trained as SPAI data collectors. Training consisted of an intensive conference in October, 1981, followed by field practice during winter and spring of 1982 and a debriefing conference in June, 1982. The 1981-82 training effort resulted in preparation of 25 SPAI data collectors.

Further information regarding 1981-82 SPAP activities was included in the SPAP Final Report, 1981-82 submitted to the State Department of Education.

Current Project (1982-83)

During its second year, the SPAP activities involved (1) the training of SPAI data-collectors, (2) the development of procedures and materials to be used in the certification assessment process, and

¹For detailed report of this and the previous January, 1981, survey see Berryman and Neal, "Minimal Performance Levels" (working paper), 1982.

(3) continued editorial refinement of the SPAI. Figure 1 presents the time lines followed by the SPAP staff during the 1982-83 funding period.

Project activities related to training included

1. planning and direction of an SPAI data collector training conference,
2. general supervision of field based assessment practice for individuals who satisfactorily completed the training conference, and
3. the conduct of a debriefing conference for individuals who had completed field practice assessments.

Project activities related to SLP certification included

1. establishment of minimum performance levels to be employed during the 1983-84 certification program,
2. design of a computerized profile for reporting SPAI results to SLPs who have been assessed, and
3. development of orientation materials for the SPAI assessment program for (1) beginning SLPs who are to be assessed with the SPAI and (2) Regional Assessment Center coordinators and LEA administrative personnel who will participate in the SPAI assessment program.

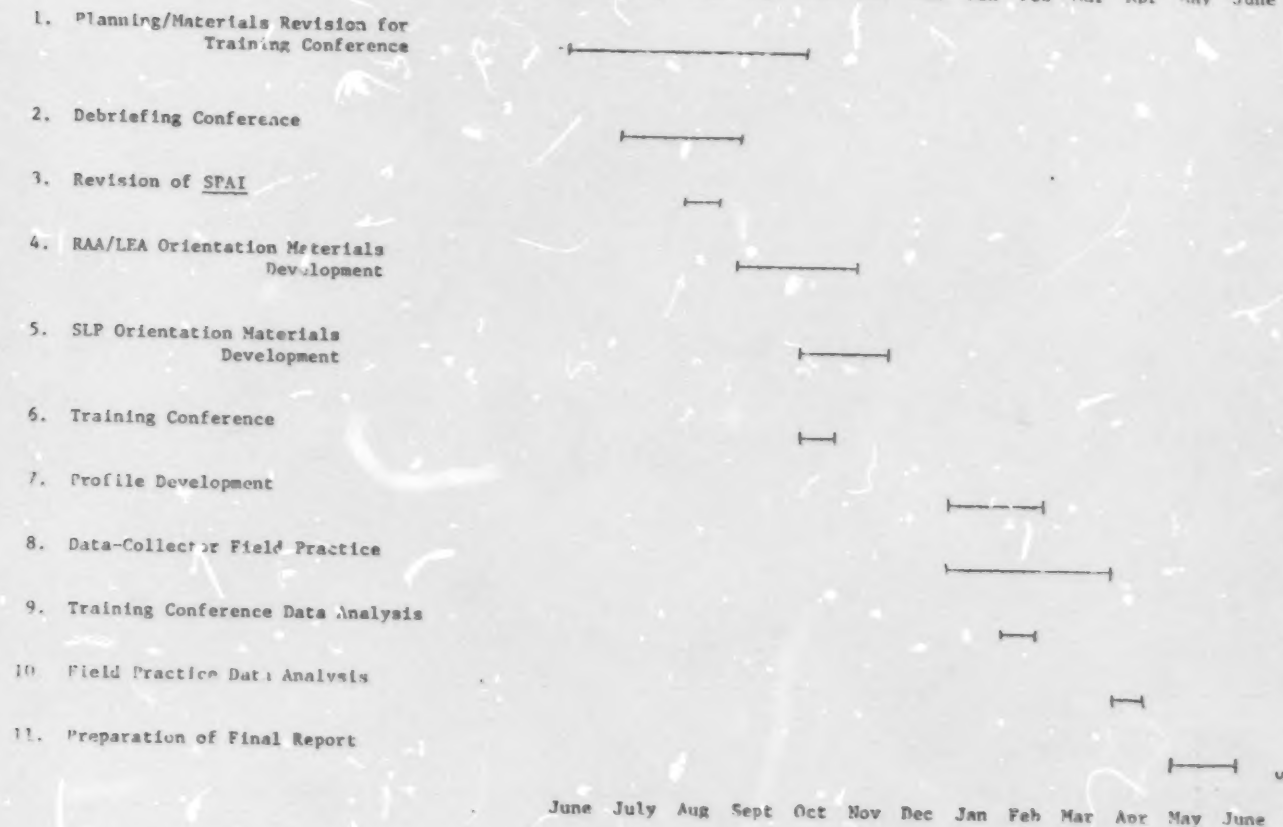
Project activities related to the revision of the SPAI included

1. reorganization of indicators under revised competency statements,
2. minor editorial revision of the standard interview questions,
3. revision of introductory material regarding assessment procedures and portfolio preparation, and

SPAP Cal Mar

1982-83

June July Aug Sept Oct Nov Dec Jan Feb Mar Apr May June



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4. the addition of key-points to be used for interpretation of descriptors.

II. 1982-83 DATA COLLECTOR TRAINING ACTIVITIES

1982 Training Conference

The training procedure used in 1982 for the SPAI once again followed closely the procedures for the Teacher Performance Assessment Instrument (TPAI). Thirty masters level speech-language pathologists (SLPs) participated in the training conference which involved three days of intensive practice and proficiency testing with the SPAI. Each trainee was required to sign a confidentiality statement and complete an evaluation questionnaire. Appendix A contains copies of handouts and forms used during training.

Practice activities took place during the first two days of the conference, with the third day reserved for proficiency testing. As indicated in the conference agenda (Appendix A), activities were carefully spaced to minimize fatigue on the part of trainees. No formal sessions were scheduled after the dinner hour, but trainees were given study assignments to be completed before the commencement of the next day's session. Suggestions from previous trainees were followed regarding the need to expand certain segments of the training.

Seven training sets were grouped into four practice sets and three proficiency check (check-out) sets. As indicated earlier, each training set included (1) a portfolio of materials prepared by a school SLP, (2) a video tape, 20 to 30 minutes in length, of a therapy session, and (3) an audio-taped interview with the SLP. Portfolios and scripted interviews for the training sets are contained in Appendix D. SPAI ratings on each of the sets were completed by the

trainees. All trainees were required to complete four practice sets (Sets A, B, C, D) and the first two check-outs (Sets E and F). Those SLPs not reaching an acceptable proficiency level during the first two check-outs were required to undergo a third check-out procedure (Set G).

For training purposes the SPAI was divided into two subscales. The Portfolio/Interview (PI) subscale consists of the first eleven indicators; the Therapy Observation (TO) subscale consists of the final twelve indicators. In scoring proficiency check-out responses, two points were given for each first-choice correct rating (agreement with criterion) and one point was given for each correct second-choice. A 14-point (63.6%) total was required for passing the PI subscale and a 15-point (62.5%) total was required for passing the TO subscale. In order to demonstrate an acceptable proficiency level it was necessary for a trainee to pass each subscale on at least one of the three check-out sets.

Twenty-five of the 27 trainees reached the required proficiency level. The number of trainees passing one or both of the subscales for each of the check-out sets were as follows:

	Checkout Sets		
	E	G	F
	(N=27)	(N=26)*	(N=4)
Passed one subscale	25	26	3
Passed both subscales	9	15	2
Attained proficiency	9	22	3

*One trainee who reached proficiency on E did not take G.

Trainees completed a detailed evaluation at the end of the training conference. The various phases of the training conference were evaluated through items rated on a five point scale and through written comments. A copy of the evaluation form, summary of quantitative responses and a transcription of comments are included in Appendix A.

The quantified responses were acceptably high for all phases of the conference except the practice assessment sessions. Since these are the core of the training process it is seen as a significant concern. On the other hand, ratings for the orientation session were appreciably higher than in 1981, as were trainee opinions on their confidence in administering the instrument. Activities regarding interviewing and the proficiency "checkout" procedures were rated slightly lower in 1982 than in 1981.

Since the same information and materials were employed in 1981 and 1982, a possible explanation for the different pattern of evaluative response received from the two trainee groups may lie in the degree of pre-training familiarity with the SPAI. Almost one-half of the 1981 group had been involved in the initial development of the instrument whereas none of the 1982 trainees had a similar background knowledge nor an appreciation of the inherent problems incurred in instrument development. This difference may explain why the 1982 trainees responded more favorably to the introductory activities and more negatively to perceived ambiguities in the practice materials.

1982-83 Field Practice

Each trainee who had successfully completed the intensive training phase required for SPAI data collector endorsement engaged in two practice assessments. The project identified potential SLPs to be

assessed, while on-site coordination was provided by the various Regional Assessment Centers.

In each assessment, the trainee and a fully trained SPAI data collector observed the same therapy session. A full assessment team including an administrator and special education supervisor participated in the portfolio review and interview components of the assessments. Appendix A includes a detailed listing of school practice procedures.

Raw score means and standard deviations for indicators and for competencies are contained in Tables 1 and 2 respectively. Raw scores were reported for 56 subjects by two of the data collectors: SLP #1 (Data-Collector) and SLP #2 (trainee). The remaining data sources, Principal/Administrator and Special Education Supervisor reported results for 51 subjects. Tables 1 and 2 reflect that the two non-SLP data collectors (DC_1 and DC_2) were asked to rate only those indicators considered appropriate for them as data sources. That is, the Principal/Administrator was asked to determine ratings for indicators I A, I B, I C, II A, II B, IV C and IV D; the Special Education Coordinator was instructed to rate indicators I A, I B, I C, II A, II B, II C, III A, III B, IV A, IV C, and IV D.

Alpha coefficients for the four data sources (Table 3) ranged from .76 (Principal/Administrator for part scores) to .89 (SLP #1 for total scale). These internal consistency estimates were within a highly acceptable range except for the Principal/Administrator. These results are almost identical to those reported for the 1981-82 field practice data.

Percentages of agreement among pairs of data collectors are presented in Tables 4 through 7. Tables 4 and 5 include the mean

percentages of exact agreement, i.e. the extent to which two data collectors picked the same numerical rating on a given indicator or competency for a given subject. In general, agreement between the two SLP data collectors was higher than was the agreement between the other five pairs of raters. As in 1981-82 results, of the indicators rated by all four data collectors, indicator V D ("Records program and student information") showed the lowest exact agreement (31% to 45%) between the non-SLP and SLP data collectors; the two SLP data collectors demonstrated 64% agreement for this indicator.

For the two SLP data collectors there was total scale exact agreement of 68%, as compared to the 1981-82 finding of 71%. Six indicators produced less than 60% exact agreement. All competencies yielded exact agreement percentages of 60% or higher.

Tables 6 and 7 show the extent to which data collectors agreed on whether a subject reached the minimally acceptable level pre-established for each indicator and competency. Since the use of such data will provide the basis for certification decisions, this type of correspondence between raters is called "critical agreement." For those indicators rated by all four data collectors, the mean critical agreement levels ranged from 71% to 100%. The mean critical agreement values between the two SLP data collectors on the 23 indicators ranged from 84% to 100%; with one exception these critical agreement findings exceeded 90%. In general, critical agreement was better for 1982-83 practice data than for 1981-82 data. When critical agreement was computed for competencies all pairings exceeded 90%.

Tables 9 and 10 present information on the degree of raw score discrepancy between raters. These data are presented in positive form

(e.g. 100% minus the degree of discrepancy). As an example, for Indicator I A (and all other indicators) there is a possible discrepancy between any two raters of 4 points (5-1) for each of the 56 school practice subjects. The figures for I A in Table 8 reveal that for all subjects combined there was a .15 (15%) degree of discrepancy or .85 (85%) agreement between DC_1 and DC_2 . This value was determined by applying the formula

$$100 \text{ minus } \frac{\text{total difference between scores assigned to I A by } DC_1 \text{ and by } DC_2}{4 \text{ times } 56}$$

Agreement for individual pairs for the 23 indicators ranged from 73% to 98% (Table 8); for competencies the range was 79% to 93% (Table 9). These findings are almost identical to those for the 1981-82 data. As shown in row totals for the two tables, only one indicator, IV D, and none of the competency groupings yielded agreement below 80%. For the six indicators rated by all data sources, only IV D produced an agreement of less than 80%. In comparison, 1981-82 results showed no indicator with less than 80% agreement. Column totals from Table 8 reveal a mean total rater pair agreement of 88%. The comparable 1981-82 total agreement was 91%, three percentage points higher. Averages for current rater pairs ranged from 85% to 90% with the two SLPs (DC_3 vs DC_4) having the highest agreement level.

TABLE 1
1982-83 School Practice:
SPAI Raw Score Indicator
Means and Standard Deviation for the
Four Categories of Data Collectors

12

Indicator	DC ₁ (N=51)		DC ₂ (N=51)		DC ₃ (N=56)		DC ₄ (N=56)	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
I A	4.04	.80	4.04	.77	3.95	.88	3.84	.91
I B	4.71	.67	4.80	.45	4.75	.61	4.84	.46
I C	4.37	.78			4.57	.68	4.52	.69
II A	4.47	.67	4.49	.83	4.54	.79	4.32	.92
II B	4.65	.59	4.61	.75	4.43	.78	4.41	.83
II C			4.45	.97	4.56	.91	4.55	.93
III A					4.25	.99	4.27	.98
III B			4.76	.65	4.89	.31	4.91	.29
III C					4.68	.66	4.64	.59
IV A			4.47	.70	4.43	.66	4.59	.73
IV B					4.45	.89	4.50	.93
IV C	4.71	.58	4.73	.53	4.41	.73	4.41	.73
IV D	4.22	.67	4.10	.85	3.55	1.26	3.54	1.22
V A					3.96	.83	3.96	.83
V B					4.23	1.08	4.16	1.07
V C					3.89	.73	3.77	.71
VI A					3.61	.78	3.66	.7
VI B					3.66	.79	3.82	.86
VI C					4.07	.81	4.18	.94
VII A					4.21	.80	4.29	.76
VII B					3.80	1.03	3.82	1.01
VII C					3.59	1.17	3.48	1.37
VII D					4.61	.65	4.61	.65

DC₁ = Principal/Administrator

DC₂ = Special Education Coordinator

DC₃ = SLP #1 - Trained Data Collector

DC₄ = SLP #2 - Trainee

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TABLE 2
1982-83 School Practice
SPAI Raw Score Competency
Means of the Four Categories
of Data Collectors

Competency	DC ₁	DC ₂	DC ₃	DC ₄	Total
I	4.37	4.42	4.42	4.40	4.40
II	4.56	4.52	4.51	4.42	4.50
III		4.76	4.61	4.61	4.66
IV	4.46	4.43	4.21	4.26	4.34
V			4.03	3.96	4.00
VI			3.63	3.89	3.76
VII			4.05	4.05	4.05

Data Collectors:

DC₁ = Principal/Administrator

DC₂ = Special Education Coordinator

DC₃ = SLP #1 - Trained Data Collector

DC₄ = SLP #2 - Trainee

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TABLE 3
1982-83 School Practice
Alpha Coefficients by Category of Data Collectors

	<u>Alpha</u>
DC ₁ (Principal/Administrator)	.76
DC ₂ (Special Education Coordinator)	.83
DC ₃ (SLP #1) Trained Data Collector	.89
DC ₄ (SLP #2) Trainee	.88

TABLE 4
1982-83 School Practice: Mean Percentages of Exact Agreement¹ 15
Among Data Collectors for the SPAI: Indicators and Total Scale

Indicator	DC ₁ vs DC ₂	DC ₁ vs DC ₃	DC ₁ vs DC ₄	DC ₂ vs DC ₃	DC ₂ vs DC ₄	DC ₃ vs DC ₄
I A	50	45	41	59	59	75
I B	77	76	76	80	78	89
I C		63	65			91
II A	56	57	41	67	61	73
II B	60	53	47	59	59	57
II C				65	67	80
III A						64
III B				80	80	84
III C						77
IV A				47	49	68
IV B						66
IV C	75	47	55	57	59	61
IV D	58	31	31	33	45	64
V A						71
V B						55
V C						68
VI A						54
VI B						62
VI C						54
VII A						55
VII B						52
VII C						54
VII D						86
TOTAL						68

¹Exact agreement refers to the correspondence between raw score ratings.

Data Collectors:

DC₁ = Principal/Administrator

DC₂ = Special Education Coordinator

DC₃ = SLP #1 - Trained Data Collector

DC₄ = SLP #2 - Trainee

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TABLE 5
1982-83 School Practice: Mean Percentages of Exact Agreement¹
Among Data Collectors for the SPAI Competencies

Competency	Data Collectors					
	DC ₁ vs DC ₂	DC ₁ vs DC ₃	DC ₁ vs DC ₄	DC ₂ vs DC ₃	DC ₂ vs DC ₄	DC ₃ vs DC ₄
I A-C	64	61	61	70	68	85
II A-C	58	55	44	64	62	70
III A-C				80	80	75
IV A-D	66	39	43	46	51	65
V A-C						55
VI A-C						62
VII A-D						62
TOTAL						68

¹Exact agreement refers to the correspondence between raw score ratings.

Data Collectors:

DC₁ = Principal/Administrator

DC₃ = SLP #1 - Trained Data Collector

DC₂ = Special Education Coordinator

DC₄ = SLP #2 - Trainee

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TABLE 6
1982-83 School Practice: Mean Percentages of Critical Agreement¹ 17
Among Data Collectors for the SPAI: Indicators, Subscales, and Total Scale

Indicator	Data Collectors					
	DC ₁ vs DC ₂	DC ₁ vs DC ₃	DC ₁ vs DC ₄	DC ₂ vs DC ₃	DC ₂ vs DC ₄	DC ₃ vs DC ₄
I A	100	96	94	96	94	98
I B	98	98	98	100	100	100
I C		100	100			100
II A	96	98	94	94	90	96
II B	98	100	100	98	98	100
II C				100	100	100
III A						91
III B				92	92	100
III C						95
IV A				86	84	95
IV B						91
IV C	100	96	96	100	100	100
IV D	94	71	73	71	76	84
V A						100
V B						98
V C						96
VI A						93
VI B						91
VI C						95
VII A						98
VII B						96
VII C						91
VII D						93
TOTAL MEAN						96

¹Critical agreement refers to whether the two data collectors agreed as a function of minimum level.

Data Collectors:

DC₁ = Principal/Administrator
DC₂ = Special Education Coordinator

DC₃ = SLP #1 - Trained Data Collector
DC₄ = SLP #2 - Trainee

TABLE 7

1982-83 School Practice: Mean Percentages of Critical Agreement¹ Among Data Collectors for the SPAI Competencies

Competency	Data Collectors					
	DC ₁ vs DC ₂	DC ₁ vs DC ₃	DC ₁ vs DC ₄	DC ₂ vs DC ₃	DC ₂ vs DC ₄	DC ₃ vs DC ₄
I	99	98	97	98	97	99
II	97	99	97	97	96	99
III				92	92	95
IV	97	84	84	86	98	92
V						98
VI						93
VII						94
TOTAL						96

¹Critical Agreement refers to whether the two data collectors agreed as a function of minimum level.

Data Collectors:

DC₁ = Principal/Administrator

DC₂ = Special Education Supervisor

DC₃ = SLP #1 - Trained Data Collector

DC₄ = SLP #2 - Trainee

TABLE 8

19

1982-FJ School Practices: Mean Percentages and Standard Deviations for Total Possible Raw Score Agreement Between Two Raters, by Indicator, Across All Subjects (100 - degree of discrepancy)

Data Collectors															
Indicator	DC ₁ vs DC ₂		DC ₁ vs DC ₃		DC ₁ vs DC ₄		DC ₂ vs DC ₃		DC ₂ vs DC ₄		DC ₃ vs DC ₄		Total		
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	
I A	85	17	84	16	82	17	89	14	89	13	93	13	86	10	
I B	92	16	91	18	91	18	93	15	94	13	96	12	93	12	
I C			90	13	91	13					98	7	93	9	
II A	87	17	87	18	81	20	90	17	85	22	90	18	87	12	
II B	90	13	85	17	82	19	86	19	84	21	87	17	85	13	
II C							89	16	90	16	95	11	91	12	
III A											91	13	91	13	
III B							93	17	93	17	96	9	94	11	
III C											93	14	93	14	
IV A							86	14	84	18	92	13	88	11	
IV B											91	14	91	14	
IV C	93	14	84	18	85	19	88	14	89	14	89	14	87	12	
IV D	88	17	73	24	73	25	73	26	76	27	88	18	78	15	
V A											93	11	93	11	
V B											86	18	86	18	
V C											91	15	91	15	
VI A											88	13	88	13	
VI B											89	16	89	16	
VI C											87	16	87	16	
VII A											87	16	87	16	
VII B											85	17	85	17	
VII C											85	19	85	19	
VII D											96	12	96	12	
TOTAL MEAN	89		85		83		88		87		90		88		

Data Collectors:

DC₁ = Principal/AdministratorDC₂ = Special Education CoordinatorDC₃ = SLP #1 - Trained Data CollectorDC₄ = SLP #2 - Trainee

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TABLE 9
1982-83 School Practice
Mean Percentages of Total Possible Raw Score Agreement Between Two Raters, by Competency, Across All Subjects
(100 - degree of discrepancy)

Competency	DC ₁ vs DC ₂	DC ₁ vs DC ₃	DC ₁ vs DC ₄	DC ₂ vs DC ₃	DC ₂ vs DC ₄	DC ₃ vs DC ₄	Total
I	89	88	88	91	92	96	91
II	86	86	82	88	86	91	87
III				93	93	93	93
IV	91	79	79	81	83	90	84
V						90	90
VI						88	88
VII						88	88

Data Collectors:

DC₁ = Principal/Administrator

DC₃ = SLP #1 - Trained Data Collector

DC₂ = Special Education Coordinator

DC₄ = SLP #2 - Trainee

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1983 Debriefing Conference

A one-day "debriefing" conference was held in May, 1983, as the final requirement for endorsement as an SPAI data collector. Previously trained data-collectors as well as the 1982-83 trainees were in attendance. At the beginning of the meeting, attendees were furnished an outline of topics to be addressed and were asked to make written comments on the outline prior to the discussion period. In general, the participants were asked for information concerning the strengths and weaknesses of the three-day training conference, field based practice and the SPAI itself. A copy of the detailed outline is included in Appendix A.

Following the meeting, comments were reviewed by the SPAP staff and State Department Personnel and decisions reached concerning desirable modifications for the coming year.

III. PROJECT ACTIVITIES RELATED TO SLP CERTIFICATION

Update of Minimum Performance Levels

In June, 1983, all trained data collectors were asked to respond to a minimum level survey by citing, on an indicator by indicator basis, the level of performance each respondent believed to be minimally acceptable for an SLP working in Georgia's public schools. Forty-one completed survey forms were returned. Results were identical to prior survey findings with the exception of a change from 4 to 3 on Indicator IV C (Uses Standard English when writing). These minimal levels (see Appendix B) will be used during 1983-84 performance certification procedures.

SPAI Orientation Materials

Separate orientation materials were developed for use with SLPs to be assessed and with RAC/IEA personnel. Materials provided to RACs for SLP orientation included a detailed bi-fold brochure for SLPs

entitled "Performance Based Certification for Speech-Language Pathologists in Georgia" and a one page "Checklist for SLP to be Assessed." The brochure was printed and distributed by the State Department; the checksheet was provided for duplication by RACs. Copies of these materials are included in Appendix B.

Materials prepared for duplication by RACs for use with RAC/LEA personnel were included in a packet entitled "Briefing for SPAI Assessment Team: Regional Assessment Center Data Collectors and Administrators." The packet's contents included a listing of similarities and differences between the TPAI and SPAI, an overview of the SPAI process, a checklist for SPAI data collectors, citations of pertinent portions in the instrument, a copy of the standard interview questions, and a copy of the SPAI response forms. See Appendix B for copies of these materials.

Implementation Guidelines for SPAI

A detailed outline was prepared of procedures to be followed in implementation of the on-the-job assessment component of the performance based certification process. The guidelines were prepared as an addendum to those in existence for the TPAI. The addendum (See Appendix B) describes only those SPAI procedures which differ from procedures used with the TPAI and were written in cooperation with RAC coordinators and the State Department of Education staff.

SPAI Response Forms

A response form designed for use with the TPAI was adapted for SPAI use and submitted to the State Department for approval, printing, and dissemination. Since two of the four SPAI data collectors rate only seven indicators, two response forms are employed with the SPAI. One contains scoring boxes for the seven indicators rated by the

administrator/supervisor and RAC data collector; the other contains scoring boxes for all 23 indicators rated by the two SLP data collectors. Copies of these response forms are included in Appendix B.

SPAI Profile for Reporting Assessment Results

TPAI reporting profiles were adapted for use with the SPAI. Typed mock-ups were submitted for approval and subsequent computerization to the State Department of Education. Copies of the computerized profiles are included in Appendix B. The profile entitled "Profile Assessment #1" reports the results of a single assessment. The profile entitled "Certification Summary" reports the combined results of all assessments to date for an individual SLP.

IV. REVISION OF SPAI

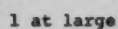
During the 1981-82 year the original SECT-SLP instrument described in the introduction was employed in training activities. Prior to initiation of 1982-83 training activities the instrument was revised in several respects:

1. The title was changed to the Speech-Language Pathology Assessment Instrument (SPAI).
2. Introductory material included in the instrument was revised and updated.
3. Several of the standard interview questions were modified to elicit more complete information. The revised questions are included in the 1982 edition of the SPAI in Appendix C.
4. Competencies were retitled and reduced in number from nine to seven. The new arrangement of competencies, with their corresponding indicators, was submitted in July, 1982, for review to all trained SPAI data collectors.

Comments from reviewers strongly supported the new groupings and no additional changes were made on the basis of their comments. Appendix C contains a copy of the cover letter sent to reviewers.

5. "Key points" were added to the SPAI as aids in interpretation of various descriptor statements. The key points were written in response to questions raised at training conferences or at debriefing meetings. The entire instrument, including key points, is included in Appendix C.

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1982-1983 SPAP Training Conference Participants

Atlanta City #761

Virginia Baird
Octavia Milton

Baldwin Co #605

Jane Thompson

Burke Co #617

Cathy Fowler

Cherokee Co #628

Patsy Kononen

Clarke Co #629

Phyllis Bogner

Clayton Co #631

Gayle Merrefield

Columbia Co #636

Frances Webber

DeKalb Co #644

Sandra George
Maureen Hicks

Fulton Co #660

Debra Pinsky
Roselyn Roberts

Gainesville City #776

Mary Helen Daniel

Georgia Retardation Center (Atlanta)

Jane Brown

Glynn Co #663

Susan Brown
Ann Stinson

Gracewood State School (Richmond Co)

Jean Kernaghan
Darcy MacEachern

Gwinnett Co #667

Beverly Bailey
Nancy Gunter

Laurens Co #687

Pat Belcher

Marietta City #781

Holly Gillon

Richmond Co #721

Virginia Rogers

Rockdale Co #722

Rose Hilton

Social Circle City #786

Suzanne Tomalski

Southwest Georgia Easter Seal
(Dougherty Co)

Cynthia Fuller

SLP Data Collector Training Conference
Speech-Language Pathology Assessment Project (SPAP)
The Stadium Hotel
Atlanta, Georgia
October 20-22, 1982

Agenda

Wednesday, October 20

- 8:00 a.m. - Registration (Coffee and Danish)
- 9:00 a.m. - Introductions
 - Announcements
 - Performance Based Certification (Lester Solomon)
 - Speech-Language Pathology Assessment Instrument (SPAI)
 - Historical perspective
 - Description of the SPAI
- 11:45 a.m. - Lunch
- 1:00 p.m. - Interviewing: Techniques and procedures
- 1:45 p.m. - Observation: Techniques and procedures (Rebecca Reeves)
- 2:30 p.m. - Practice Session (#1) - Training Set B
 - Portfolio Review
 - Interview
- 4:00 p.m. - Break
 - Observation of therapy
- 6:30 p.m. - Dinner (On your own)
- 8:30 p.m. - Assignment: Reviewing Portfolio - Training Set A

Thursday, October 21

- 8:00 a.m. - Practice Session (#2) - Training Set A
- 10:30 a.m. - Break
- 11:00 a.m. - Practice Session (#3) - Training Set C
- 1:00 p.m. - Lunch
- 2:15 p.m. - Practice Session (#4) - Training Set D
- 4:00 p.m. - Break
- 4:30 p.m. - Practice Session: Interviewing
- 6:30 p.m. - Dinner (On your own)
- 8:30 p.m. - Assignment: Study/review of SPAI and rating procedures

Friday, October 22

- 8:00 a.m. - Trainee proficiency assessment - Training Set E (Checkout #1)
- 10:00 a.m. - Break
- 10:30 a.m. - Trainee proficiency assessment - Training Set F (Checkout #2)
- 12:30 p.m. - Lunch
- 1:30 p.m. - Trainee proficiency assessment - Training Set G (Checkout #3)
- 3:30 p.m. - Discussion: Field assessment tasks
 - Question/answer session
- 5:00 p.m. - Summary and adjournment

Letter sent to superintendents requesting permission for SLP to participate in 1982-83 SPAI training.

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Dear

For the past four years, the Georgia Department of Education has sponsored the development of the Speech-Language Pathology Assessment Instrument (SPAI). It is projected that the SPAI will be used to assess the performance of beginning Speech-Language Pathologists (SLPs) in the same manner that the Teacher Performance Assessment Instrument (TPAI) is used with classroom teachers. Training of SLPs in the administration of the instrument began last year and is continuing in 1982-83 in anticipation of the SPAI's being adopted by GDE as a certification requirement. The GDE will use the SLPs who have completed this data collector training as members of performance evaluation teams which will assess beginning SLPs once the SPAI is adopted. A concerted effort is being made to train SLPs from all areas of the state in order to satisfy the future assessment needs of LEAs.

_____, an SLP in your system, has been selected to participate in the 1982-83 Training Conference during which 25-30 SLPs will be trained as SPAI data collectors. Participation will involve: (1) attendance at a three day training conference in Atlanta, October 20-22, 1982 (Wednesday-Friday); (2) participation in two field administrations of the SPAI, each involving one-half day, to be scheduled in your geographic area later in the school year; and (3) attendance at a one-day debriefing conference to be held in Spring, 1983. Participants will be reimbursed by the assessment project for necessary expenses (including mileage, lodging, and meals) for both conferences and for field assessments. It is anticipated that five Staff Development Units will be available to those participants successfully completing the three training activities.

Your permission for her to participate in the 1982-83 Training Conference and subsequent assessment activities is requested. Further information will be sent to those SLPs who receive permission to participate. Questions concerning these activities should be directed to the Conference Directors, Dr. Joan Berryman or Dr. W. R. Neal Jr. (555 Aderhold Hall, University of Georgia, Athens, Georgia 30602, 404/542-1685), Ms. Rebecca Reeves (Consultant for Speech Impaired, GA Department of Education, Atlanta, Georgia 30334, 404/ 656-6319), or Lester M. Solomon (Performance-Based Certification, GA Department of Education, Atlanta, Georgia 30334, 404/ 656-2556).

A copy of this letter is enclosed to be forwarded by you to the SLP if you grant permission for her participation and a reply/permission form for both of you to complete and return. Your response is needed by October 1. Your assistance in this effort to provide for performance assessment of speech-language pathologists in our schools will be greatly appreciated.

Sincerely,

Enc: Copy of letter for SLP
Permission Form
Return Envelope

PERMISSION FORM

_____ has permission to participate in SLP data collection assessment activities.

Signed:

Superintendent

School System

Date

I would like to participate in SLP data collection training and assessment activities.

SLP

Please return to:

Dr. Joan D. Berryman/Dr. W. R. Neal, Jr.
SPAP, 555 Aderhold Hall
University of Georgia
Athens, GA 30602

Speech-Language Pathology Assessment Project
555 Aderhold Hall
University of Georgia
Athens, Georgia 30602

September 20, 1982

MEMORANDUM

To: Training Conference Participants
From: Joan Berryman and Ray Neal, Project Co-directors

We are pleased that you will be a participant in the Speech-Language Pathology Assessment Project training conference, October 20-22, 1982. Find enclosed a copy of the conference agenda, a brochure including directions to the conference site, and a form to return indicating whether you require housing for the night of October 19. Rooms will be reserved for all participants for the nights of October 20 and 21.

As mentioned in the letter to your superintendent, you will be reimbursed for your mileage, room (double occupancy), meals, and registration fee. We will be working within strict time limitations. Thus it is requested that you arrive a few minutes early for the opening session, eat noon meals with the trainee group, and spend at least the second and third nights at the conference hotel even though you may live in the Atlanta area. Roommates will be paired at the time of check-in; if you wish to room with a specific person, the two of you should arrange to check-in at the same time.

All necessary materials will be distributed during the registration period prior to the first session. Each participant should plan to pay directly for room, meals and a \$15 registration fee. Expense reimbursement forms will be provided for your completion at the final conference session.

Let us know if you have further questions. We look forward to seeing you.

jpg
Enclosures

The SPAI Interview - Training Procedures

The interview is a critical component of the SPAI. Of the 23 indicators, two are judged solely on the basis of the interview; judgements about eight other indicators are based partially on interview responses. During school practice with the SPAI all four assessment team members (administrator, special education supervisor, SLP trainee, and previously trained SLP data collector) are present at the interview. The SLP trainee leads the interview by asking the prescribed questions and follow-up questions, as appropriate. Other assessment team members also may ask for elaboration or clarification.

This type of structured assessment interview differs from the diagnostic, informational gathering clinical interview to which you are accustomed. The most important difference deals with the ultimate purpose for which the assessment interview is used--that is, for making judgements about an individual's performance. Diagnostic interviews, on the other hand, are for the purpose of gathering information to be used in making clinical decisions; the information from a diagnostic interview is not judged as reflecting good or poor performance on the part of the respondent.

With this difference in mind, the rationale for the design of the SPAI interview, as well as the interview method to be used, should be easier to understand. Since responses will be used judgmentally, each copy of the instrument includes the list of interview questions keyed to the relevant indicators. Thus, respondents not only have prior knowledge of the questions to be asked but are also given the criteria by which responses are judged.

The basic task of the interviewer is to obtain enough information to assign a performance level to the relevant indicator. Toward this

end, the interviewer must have the skill to put the respondent at ease and to acquire sufficiently complete responses. Important aspects of these two components of interviewing are described on the following pages under the headings of Attitudinal Factors and Questioning Techniques:

Attitudinal Factors

1. The interview should be held in surroundings as free as possible from distractions and interruptions.
2. The interviewer should be friendly, emphathetic, and "low key."
3. The interviewer should be a good listener. Attentiveness, smiles and nods of encouragement, and responsiveness to humor are characteristics of the effective interviewer.
4. The interviewer should not openly portray value judgments on the information provided by the respondent. Even though a response may warrant a low rating on the SPAI, the interviewer's reaction should not indicate surprise or disapproval.
5. The interviewer should minimize outward appearances of nervousness or impatience. Behaviors to be avoided include foot shaking, asking questions in a rapid sequence, repeatedly checking one's watch and any other actions which would distract or perturb the respondent.
6. The interviewer should maintain eye contact with the respondent while asking questions. However, eye contact during answers should be intermittent in order not to intimidate the respondent.

Questioning Techniques

1. The interview should begin in a positive but purposeful way. Introductory statements should be made in a pleasant, unhurried manner. Following is an example of an appropriate introduction to the interview.

As you know, each of the interview questions is concerned with one of the items in the assessment instrument. In most cases your comments will amplify the information obtained from the portfolio. Some items are assessed on the basis of the interview only. It will be helpful if you will make your answers as complete as possible and let me know if you are unsure of the intent of the question. Do you have any questions before we start?

2. Ask questions clearly. Speak at a slow conversational rate (140 words per minute or less). Wait a few seconds after the respondent has completed the answer to the previous question before asking the next question.
3. The assessor leading the interview should allow ample opportunity for other assessment team members to ask clarifying questions.
4. Take notes on the interview form, using as much time as necessary to record the pertinent information on which your ratings will be based.
5. Follow-up questions ("probes") should be used for the purpose of gaining a sufficiently complete answer to rate the indicator.

Types of probes:

- a) If the respondent indicates a lack of understanding, questions may be restated, with minimal rewording. However, rewording should not increase the information contained in the question. Repeated lack of understanding on the part of the respondent probably indicates a lack of adequate familiarity with the instrument.

EX 1: Q. Describe the procedures used to decide if a student needs indepth evaluation.

A. What do you mean?

Q. How do you decide--what procedures do you use-- to decide whether to recommend a complete evaluation? (acceptable rewording)

EX 2: Q. How did you develop your long range goals?

A. I don't understand exactly what you're getting at.

Q. Describe how you determined what your long range goals would be? (acceptable rewording)

b) If an answer is incomplete a simple "uh-huh" or attentive silence may result in the informant's giving additional information. The interviewer may also ask, "Can you tell me more," or "Please go into more detail in your answer."

c) A question may be restated with added emphasis.

EX: Q. How do you develop your initial schedule?

A. The county regulations for SLPs state the schedule has to be developed school by school and turned in to the Central Office.

Q. (Acceptable probe) How do you develop your initial schedule?

d) The interviewer should not "lead" or cue the respondent.

EX: Q. How informed would you say your faculty is of SLP program services?

A. Very informed.

Q. How do they receive this information?

A. I try to inform them at the beginning of the school year.

Q. (Probe)

(Unacceptable probe): What do you do? I mean handouts, inservices...

(Acceptable probe): Could you give me more detail?

e) The interviewer should not advertently restrict the scope of the answer.

EX: Q. How do you develop your initial schedule?

A. I try to pick a time that is best according to the student's classroom schedule.

Q. (Probe)

(Unacceptable probe): What classroom factors do you consider?

This probe is inappropriate because it may imply to the respondent that classroom factors are the only factors to be considered.

(Acceptable probe): Could you go into more detail on how you develop your initial schedule?

This probe is appropriate because it is not restrictive. The restatement of the original question as part of the probe gives the respondent an opportunity to respond ultimately on a broader basis than simply the classroom schedule.

- f. The interviewer should not hesitate to ask for clarification of abbreviated test titles, uses of specific forms, ambiguous references, etc. However, requests for specific explanations should be made after the initial answer is completed in order not to interrupt the respondent's train of thought.
6. Do not fear silences during the interview. Pauses should be welcomed as a feature of relaxed interpersonal situations.
7. It is not necessary to react to every response. When the interviewer believes that some type of reaction is appropriate he or she should use a comment that acknowledges the response rather than a comment that expresses approval or disapproval.

Inappropriate reactions:

"Fine!"

"Looks as if you're doing a complete job."

"And that's all you get from the tests?"

Appropriate reactions:

"I see"

"All right, now ... (next question)."

"To change the subject ... (next question)."

8. The interviewer should not interrupt the respondent. Interruptions may not only break the train of thought of the respondent, but may also cause the interviewer to miss important information. The one situation in which an interruption is appropriate is that in which the respondent is giving a lengthy irrelevant response.

9. The interview should be closed with a remark which indicates the termination of questioning and which does not express a value judgment.

EX 1: (Inappropriate) You gave really good answers. We're through now.

EX 2: (Inappropriate) You've mentioned a lot of things no one else has. That's really good. Thank you.

EX 1: (Appropriate) Thank you. If the others have no further questions, I believe that's all the information we need (smiling).

EX 2: (Appropriate) That was the last question. Thank you very much.

SPEECH PATHOLOGY ASSESSMENT PROJECT

FORMS

- 1 Rating Sheet for Training Sets
- 2 Data Collection Check Sheet
- 3 SLP Information Form
- 4 Data Collection Cover Sheet
- 5A Assessment Recording Form (SLP)
- 5B Assessment Recording Form (Prin.-Admin.)
- 5C Assessment Recording Form (Spec. Ed. Sup.)
- 6 Training Conference Evaluation
- 7 SPAI Training Conference Confidentiality Statement
- 8 Interview Practice Check-sheet

NAME: _____

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TAPE CODE: _____

DATE: _____

	First Choice	Second Choice		
I. A			P I	Informs faculty of program services.
B			P I	Develops work schedule.
C			I	Maintains physical environment.
II. A			P I	Implements screening/referral procedures.
B			P I	Follows through on referrals to program.
C			I	Makes referrals for further evaluations.
III. A			P I	Obtains diagnostic information.
B	a b c d	a b c d	I	Obtains information from others.
C	a b c d	a b c d	I	Revises therapy as needed.
IV. A			P I	Develops long range goals.
B			P	Develops short term objectives.
C			P	Uses standard English when writing.

	First Choice	Second Choice		
IV. D			P I	Records program and student information.
V. A			P O	Therapy approaches meet student needs.
B			O	Implements therapy activities in logical sequence.
C			O	Materials compatible with student needs.
VI. A			O	Provides stimuli or cues during therapy.
B			O	Reinforces student responses.
C			O	Obtains adequate responses.
VII. A			O	Students understand instructions/ explanations.
B			O	Provides motivating activities.
C			O	Records responses.
D	a b c d	a b c d	O	Maintains involvement of students.

SPAI Training Conference

CONFIDENTIALITY STATEMENT

I will maintain the confidentiality of SPAI training conference information which refers to SLPs and students and which was obtained through written materials, video/audio tapes, or discussions.

signature

date

If you know the SLP or students who are subjects in the training materials, try to divorce your previous knowledge of the SLP or students from your ratings. Rate the SLP's performance only on evidence presented in the training materials.

SPAI Training Conference Evaluation
October 20 - 22, 1982

SPAI 6

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Please assess your experiences in each training activity. Check the space in each item below which most clearly indicates your reaction to the activities.

1. The Orientation Session (Wednesday morning) was:

Too long	_____	_____	_____	_____	_____	Too short
Useful	_____	_____	_____	_____	_____	Useless
Clear	_____	_____	_____	_____	_____	Vague

Comment: _____

2. The presentation on Interviewing (Wednesday afternoon) was:

Too long	_____	_____	_____	_____	_____	Too short
Useful	_____	_____	_____	_____	_____	Useless
Clear	_____	_____	_____	_____	_____	Vague

Comment: _____

3. The Introductory Training Sessions (Wednesday afternoon and Thursday morning) were:

Too long	_____	_____	_____	_____	_____	Too short
Realistic	_____	_____	_____	_____	_____	Unrealistic
Good feedback	_____	_____	_____	_____	_____	Confusing

Comment: _____

4. The Interviewing Practice Session (Thursday afternoon) was:

Valuable	_____	_____	_____	_____	_____	A waste of time
Too long	_____	_____	_____	_____	_____	Too short

Comment: _____

EVALUATION OF SPAI TRAINING CONFERENCE
November, 1982

Each of the 27 participants in the SPAI Training Conference was asked to assess his/her experiences in the training activities. A summary of their ratings and a transcript of their additional comments are presented below.

1. The Orientation Session (Wednesday morning) was:

Too long	<u> </u>	<u>24%</u>	<u>72%</u>	<u>4%</u>	<u> </u>	Too short
Useful	<u>68%</u>	<u>8%</u>	<u>20%</u>	<u>4%</u>	<u> </u>	Useless
Clear	<u>64%</u>	<u>16%</u>	<u>16%</u>	<u>4%</u>	<u> </u>	Vague

Comments:

- "Lots of good questions!"
- "It helps to know the whys and how this all got started."
- "Of course, there are still unanswered questions."
- "The opening session was helpful and necessary."

2. The presentation on Interviewing (Wednesday afternoon) was:

Too long	<u> </u>	<u>4.3%</u>	<u>8.7%</u>	<u>8.7%</u>	<u> </u>	Too short
Useful	<u>65.4%</u>	<u>11.5%</u>	<u>19.2%</u>	<u>3.8%</u>	<u> </u>	Useless
Clear	<u>65.4%</u>	<u>19.2%</u>	<u>15.4%</u>	<u> </u>	<u> </u>	Vague

Comments:

- "Explanations which were more detailed could have been provided for the first training set."
- "Good info."
- "Presentation by Rebecca Reeves was excellent!"
- "Good."
- "It was more meaningful once I actually tried to interview another trainee. It was still better to have it earlier like you did."
- "Cautions or possible problem areas might be included."

3. The Introductory Training Sessions (Wednesday afternoon and Thursday morning) were:

Too long	<u>4.2%</u>	<u>8.3%</u>	<u>83.3%</u>	<u> </u>	<u>4.2%</u>	Too short
Realistic	<u>40%</u>	<u>8%</u>	<u>44%</u>	<u>8%</u>	<u> </u>	Unrealistic
Good feedback	<u>23.1%</u>	<u>26.9%</u>	<u>30.8%</u>	<u>19.2%</u>	<u> </u>	Confusing

Comments:

- "Needed more time for (1) first two training sets, (2) digesting discussions concerning basis for panel's (criterion ratings panel) decisions."
- "It would have been more helpful to me to have reviewed the scoring of training sets more slowly so that the information could have been absorbed."
- "The sessions were less confusing the more sessions we experienced."
- "Some descriptors need further key points to differentiate."
- "Too ambiguous, needs lots of work."
- "Thursday's discussion was too fast."
- "It got better as we went along, but there was some initial confusion."

4. The Interviewing Practice Session (Thursday afternoon) was:

Valuable	<u>61.5%</u>	<u>19.2%</u>	<u>15.4%</u>	<u>3.8%</u>	_____	A waste of time
Too long	<u>12%</u>	<u>8%</u>	<u>68%</u>	<u>8%</u>	<u>4%</u>	Too short

Comments:

- "Timing was poor because most were fatigued and had some difficulty paying attention."
- "Really needed more time for practice. Very valuable experience."
- "Could have used more time practicing correct use of probes...without giving leading questions."
- "We got much more value out of discussing probes, value judgements and questioning techniques."
- "People were so friendly that I don't think they were critical enough."
- "We might could even benefit from one more practice for experience in appropriate probing."
- "Small groups made it possible to have each person participate."
- "End of day...change to beginning of day."
- "Would have been helpful to have had one of you nearby to answer questions as they arose."
- "We took 20-30 minutes for each interview. What is the average time to allow for interview?"
- "It was necessary and valuable, but we were so tired. It needed to have been shortened or at a time when we were more alert."
- "It was scheduled-of necessity-after such a long day that its value was diminished."
- "Since SLP trainees will be required to do the interview during the school practice procedures, more emphasis on interviewing would have been helpful. I realize that the change in the schedule cut our interviewing time and discussion afterwards short."

5. The Practice Training Sessions (Thursday morning and afternoon) were:

Too long	_____	<u>8.7%</u>	<u>70%</u>	<u>17.4%</u>	<u>4.4%</u>	Too short
Realistic	<u>16.7%</u>	<u>29.2%</u>	<u>38%</u>	<u>13%</u>	<u>4.2%</u>	Unrealistic
Good feedback	<u>20.8%</u>	<u>16.7%</u>	<u>50%</u>	<u>8.3%</u>	<u>4.2%</u>	Confusing

Comments:

- "It would have been more helpful to have reviewed the scoring of training sets more slowly so that information could have been absorbed."
- "Three tapes in succession, even with a break, was tiring."
- "The second training session appeared more realistic than the first."
- "frustrating."
- "needs refinement; too ambiguous; insulting to the profession."
- "It felt comfortable with the expected performance on the portfolio and interview components. The observation was more difficult, and I feel in large measure the difficulty was with the key points upon which to help make judgements. The 'expert panel' didn't have all the same information."
- "good use of breaks."

6. The SPAI Checkout was:

Fair	<u>56.5</u>	<u>13</u>	<u>26.1</u>	<u>4.4</u>	_____	Unfair
Appropriate	<u>50</u>	<u>20.8</u>	<u>25</u>	<u>4.2</u>	_____	Inappropriate
Realistic	<u>48</u>	<u>13</u>	<u>30.4</u>	<u>8.7</u>	_____	Unrealistic
In order to pass I felt I had to _____ my actual ratings:						
Raise	<u>35</u>	<u>45</u>	<u>20</u>	_____	_____	Lower
I feel confident of my ability to administer the SPAI:						
Agree	<u>42.9</u>	<u>28.6</u>	<u>28.6</u>	_____	_____	Disagree

Comments:

- "Still seems very subjective--especially the observation section."
- "In order to agree with the panel, information about which key points they had when they made their ratings should have been rated for all items."
- "It's just a bit uneasy to feel that you need to read someone's mind!"
- "I feel confident as long as I do not have to agree with the 'panel of experts' constantly."
- "I feel confident, however, one never knows how one will compare to the expert panel. I feel the training ratings are very arbitrary."
- "I feel that so many are ambiguous but I know its based on team results so there's not a whole lot we can do about it."
- "If I pass, I think field assessment practices are a great help."
- "Objectivity is quite elusive, but I felt I improved!"
- "Un-nerving."
- "First hand observation will be easier, more reliable."
- "I was unable to match panel's ratings in several instances."
- "I feel real good about portfolio review abilities, ability as an observer of behavior fair--good. I can take an interview and assess, but need practice on actual interviewing."

7. In general, this conference was:

Well planned	87.0	13	_____	_____	_____	Poorly planned
Well run	87.0	13	_____	_____	_____	Poorly run
Effective	63.6	27.3	9.1	_____	_____	Ineffective

Comments:

- "I considered it a learning experience."
- "Overall, everything was very well timed."
- "Everything seemed to go as planned and we stayed on schedule."
- "I hope I pass!"
- "Very good."
- "Co-directors were super! Even if I do not pass, I know my observation skills have been improved by this conference."
- "Wonderful to be trained by you who know the instrument so well."
- "It really deserves more flowery adjectives in regard to the organization, as GOSH! SUPER!"
- "Debbie was a great help--always so willing to answer our questions, etc."
- "Intense and long, but I enjoyed it."

8. Comments about conference (e.g.: facilities, schedule, staff, etc.):

- "Nice accomodations and restaurant."
- "Did try to adjust temperature in meeting room."
- "Staff was very nice."
- "Thursday was a long day."
- "Very adequate."
- "Great that you provided earlier coffee breaks. You can't listen if you're uncomfortable!"
- "Good organization of number of practice sessions though some extra observations would have been helpful, but in a shorter time frame."
- "Location--very good, however, since I live here, it would have been easier for me to commute daily."
- "Checkouts E and G were so similar as to portfolio information. They could have been more variable."
- "I'm not sure finishing early on Friday was worth the long hours Thursday."
- "Key points need clarification. 'Consistently' or 'all' should refer to 'absent with rare exception'; not just 'with rare exception.'"
- "Very high class."
- "Excellent. Planning of details was to the last degree of careful preparation. Appreciation to Debbie Forrester especially."
- "It would really be helpful to be allowed to keep A-D training tapes until checkout. That way you could sit down alone without the confusion of the group to figure out why you missed a particular item."
- "Thanks for the opportunity to participate; it makes my proud to be an alumni! The warmth of staff was appreciated."
- "Whether or not one would be judged to be proficient is not nearly as important as the content and learning which I felt took place within myself. I would recommerd this training for anyone in the field who needed it for SDUs."

Comments (continued):

- "Confident leadership--always pleasant, nonthreatening and helped us come through with good humor if not good nerves."
- "Accommodations and food were excellent."
- "Staff presentation in terms of pace, setting, optimal learning climate, willingness to accept feedback was excellent."
- "I thought it was very informative and conducive to appreciating the job of assessing peer professionals."
- "Well done!"
- "Good!"
- "Excellent staff, well organized schedule, good facilities."
- "Staff was excellent!"
- "It should be explained on the schedule that the group does not meet during evening hours. Therefore, people from the metro area could have had the option to go home and relax."

Speech - Language
Pathology
Assessment
Project



555 Aderhold Hall
College of Education
The University of Georgia
Athens, Georgia 30602
(404) 542-1685 Ext. 54

March 10, 1983

MEMORANDUM

TO: SPAI 1982-83 Trainees and SLP Data Collectors trained in 1981-82
FROM: SPAP Staff
RE: SPAI Seminar

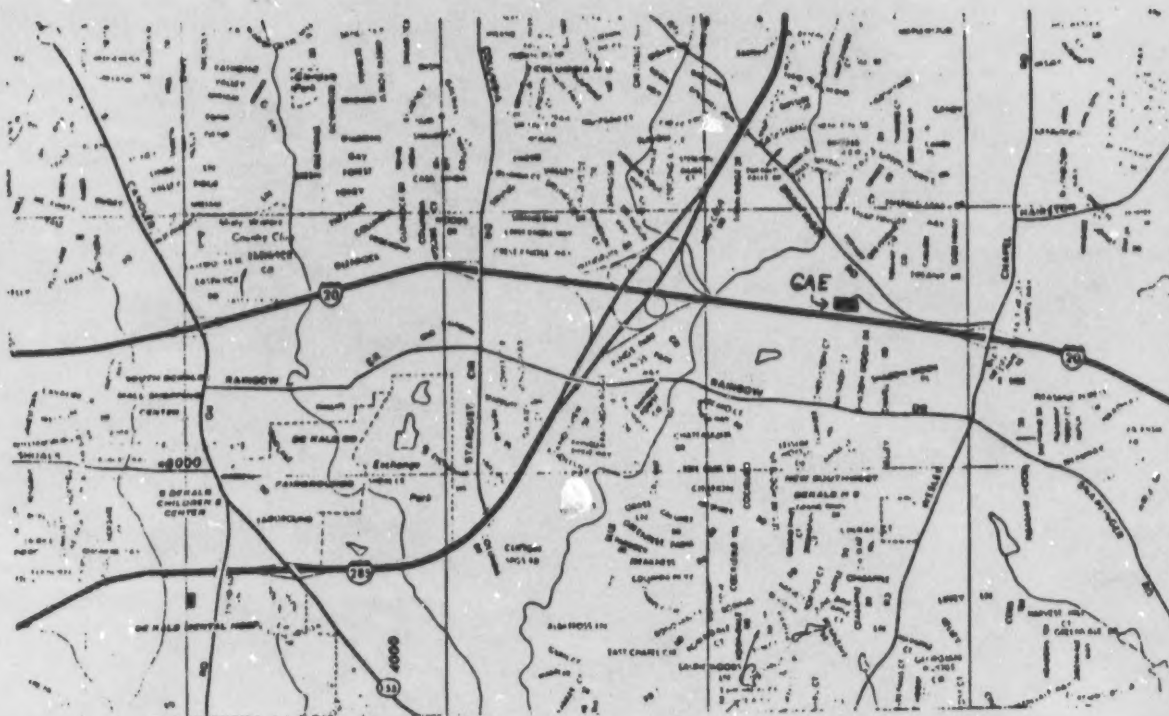
Mark your calendars! This year's SPAI Seminar is scheduled for Monday, May 2, 1983. For the 1982-83 Trainees, attendance at this session is required in order to qualify for data collector certification endorsement and SDU credit. We would like to see all previously trained SLPs there, too! Please return the enclosed reservation form as soon as possible, indicating whether or not you will be able to attend.

We will be discussing changes for Fall 1983 implementation of the SPAI as a certification requirement. In addition, the session will allow those who have participated in SPAI training activities to give feedback and recommendations for revisions in both the instrument and field assessment procedures.

The Seminar will be held in the GAE Headquarters Building, 3951 Snapfinger Parkway, Decatur. (See the enclosed map.) The time is 9:00 a.m. to 4:00 p.m. A registration fee of \$8.00 per person will be charged to cover breaks and lunch (Be prepared to pay!) Those of you living more than two hours from the meeting site may wish to travel the evening before. In that case, your lodging and meals will be reimbursed. All participants will receive reimbursement for the \$8.00 registration fee and for mileage expense.

Make sure to mark May 2, 1983 on your calendars. We hope to see everyone there!

GAE Headquarters Building
3951 Snapfinger Parkway
Decatur, Georgia 30035



I will attend the May 2, 1983 SPAI Seminar.

Name

Date

Please return as soon as possible so that we can plan for the catered luncheon.

SPAI Seminar

CAE Building
Decatur, Georgia
May 2, 1983

Please use this outline to summarize your comments concerning the various phases of the 1982-83 SPAI activities in which you participated. You need not restrict your comments to the suggested areas.

Please note that only the last page of this form is to be turned in at the end of the meeting.

I. Training

Suggested areas for comments:

1. General adequacy of training
2. Suggested changes in training based on your field testing experiences

II. Field Assessment Procedures

Suggested areas for comments:

1. Need for RAC/LEA personnel orientations; specific suggestions
2. Need for orientation of SLP being assessed; specific suggestions
3. Data collector interaction
4. On-site logistical arrangements/problems
5. Coordination of assessment activities

III. Instrument

Suggested areas for comments:

1. Adequacy of SPAI instructions for the SLP
2. Difficulties in use of specific indicators/descriptors
3. Methods of feedback to SLP
4. Suggestions for printed format of SPAI and Recording Forms
5. Suggestions regarding portfolio

Field-Based Reliability Study

Georgia Department of Education
Speech-Language Pathology Assessment Project
1982-83
School Practice Procedures

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SPAP 10

Responsibilities

Tasks

1. Selection of SLPs to be assessed.

- | | |
|------|--|
| GDE | a. List of SLPs employed by GDE sent to the SPAP for initial identification of SLPs available for assessment. |
| SPAP | b. SPAP completes preliminary identification of SLPs for field practice and provides a list of names from which the appropriate number of SLPs is selected by the RAC for assessment. Blank permission forms for signing by the appropriate superintendent or designee are also provided to the RAC. |
| GDE | c. Letter is sent to superintendents alerting them to the possibility that beginning SLPs in their systems will be asked to participate in school practice procedures. A copy of each letter will be sent to the respective RAC coordinator. |
| RAC | d. Permission is obtained from the appropriate school system superintendent and agreement is obtained from the SLP. The RAC returns a copy of the form signed by the superintendent and SLP and sends the original copy of the form to SPAP. |
| SPAP | e. SPAP acknowledges selection of SLP by letter to SLP with copies to local superintendent and appropriate RAC. |

2. Local arrangements for school practice.

- | | |
|------|--|
| RAC | a. RAC initiates School Practice Checksheet (SPAP 2) for each SLP to be assessed. |
| SPAP | b. SPAP provides packets of SPAI materials to the RACs. The packet will include a copy of the SPAI, information sheets for the SLPs and assessment team members, recording forms, etc. |
| RAC | c. The RAC provides packets of assessment materials to the SLP and local system members of the assessment team (administrator and supervisor). (The administrator and supervisor must be endorsed for TPAI data collection.) |
| RAC | d. RAC confirms time and place with the four assessment team members. |

ResponsibilitiesTasks

RAC

- e. The RAC notifies the superintendent and SPAP of time and place for assessment.

SLP

- f. The SLP prepares portfolio materials and places them in the principal's office or other location where they may be reviewed by the assessment team.

SLP

- g. The SLP makes any necessary arrangements for an observation/interview site if it will differ from the regular therapy room.

SLP

- h. The SLP completes the SLP Information Form (SPAP 3).

3. School Practice Sessions.

Assessment Team

- a. The SLP DC and SLP trainee arrive at the school site in time to review portfolio materials prior to the interview/observation sessions. The review of portfolio should begin at least 1½ hours before the scheduled therapy observation time. Although the SLP DC and SLP trainee will review portfolio materials at the same time, there should be no discussion of the materials as they are being reviewed. The Administrator and Special Education Supervisor should arrange to review the materials prior to the interview.

Assessment Team

- b. The interview follows the portfolio review and is conducted by the SLP trainee with the SLP DC, Administrator and Special Education Supervisor present. It is appropriate for the other team members to participate in follow up questioning. The SLP DC records interview time on Data Collection Cover Sheet (SPAP 4).

SLP DC, SLP trainee

- c. The SLP is observed in therapy by the SLP DC and SLP trainee with each observing the same session. The SLP DC completes observation items on Data Collection Cover Sheet (SPAP 4).

SLP DC, SLP trainee

- d. The SLP DC and SLP trainee each complete (without comparing scores) an Assessment Recording Form (SPAP 5A).

4. Collection and Forwarding of Forms.

SLP DC

- a. The SLP DC collects the SLP Information Form (SPAP 3) and Assessment Recording Forms (SPAP 5A, SPAP 5B, SPAP 5C) which have been completed by the SLP trainee, Administrator, and Special Education Supervisor.

ResponsibilitiesTasks

SLP DC, SLP trainee,
Administrator

- b. The SLP Data Collector forwards the following completed forms to the RAC:

SPAP 3 - SLP Information Form
 SPAP 4 - Data Collection Cover Sheet
 SPAP 5A - Assessment Recording Form -
 SLP Data Collector
 SPAP 5A - Assessment Recording Form -
 SLP Trainee
 SPAP 5B - Assessment Recording Form -
 Administrator
 SPAP 5C - Assessment Recording Form -
 Special Education Supervisor

RAC

- c. The RAC reviews all forms for completeness.

RAC

- d. The RAC retains SPAP 2 - School Practice Checksheet for files and mails the following items to the SPAP office:

(1) SLP Information Form (SPAP 3)
 (2) Data Collection Cover Sheet (SPAP 4)
 (3) Assessment Recording Forms:
 SPAP 5A - (SLP DC)
 SPAP 5A - (SLP Trainee)
 SPAP 5B - (Administrator)
 SPAP 5C - (Special Education
 Supervisor)

SPAP

5. SPAP will inform the SLP by mail (SPAP 9) of the ratings assigned in the assessment process.

Speech-Language Pathology Assessment Project

School Practice Checksheet

_____ Regional Assessment Center

SLP Assessed: _____

Data Collectors: _____

Social Security No.: _____

SLP Data Collector: _____

School System: _____

SLP Trainee: _____

Office/Base School: _____

Principal/Administrator: _____

Telephone: _____

Special Ed. Supervisor: _____

Date Completed: _____

_____ School Practice Checksheet (SPAP 2) initiated.

_____ Permission form (original) sent to SPAP; copy retained for RAC files.

_____ Assessment materials sent to SLP.

_____ Materials sent to Administrator and Supervisor.

_____ Arrange time and place for interview and observation with SLP and assessment team.

_____ Notify SPAP and superintendent of time and place for assessment.

_____ Mail to SPAP:

(1) SLP Information Form (SPAP 3)

(2) Data Collection Cover Sheet (SPAP 4)

(3) Assessment Recording Forms

SLP Data Collector (SPAP 5A)

SLP Trainee (SPAP 5A)

Principal/Administrator (SPAP 5B)

Special Ed. Supervisor (SPAP 5C)

_____ Retains School Practice Checksheet (SPAP 2) for RAC files.

Speech - Language Pathology Assessment Project

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Date: _____

SLP INFORMATION FORM

SLP Name: _____

School System: _____

Address: _____

Home Address: _____

Telephone: _____

Telephone: _____

CERTIFICATION

Teacher Certification: _____ SLP-4 _____ SLP-5 _____ SLP-6 _____ DD-7

_____ Other: _____

ASHA Certification (CCC-SP) _____ YES _____ NO

GA Licensure (Sp Path) _____ YES _____ NO

PROFESSIONAL EXPERIENCE (Exclude current year)

_____ years SLP

_____ years Other teaching areas

_____ years Total--all areas

ACADEMIC PREPARATION

YEARS	INSTITUTION	MAJOR	DEGREE CONFERRED

*PLEASE GIVE THIS FORM TO THE SLP DATA COLLECTOR AT THE INTERVIEW SESSION.

Speech-Language Pathology Assessment Project
DATA COLLECTION COVER SHEET

P Assessed: _____

Date of Assessment: _____

Social Security No.: _____

Assessment Team Members:

School System: _____

SLP DC _____

Regional Assessment Center: _____

SLP Trainee _____

Location of Assessment: _____

Prin./Admin. _____

Sp. Ed. Super. _____

INTERVIEW

Length of interview: _____ minutes

OBSERVATION

Students Observed:

Type of Disorder(s):

_____ Language

_____ Articulation

_____ Voice

_____ Fluency

Age(s): _____

Sex: Male _____
NumberFemale _____
Number

Session(s) Observed:

_____ Individual

_____ Group _____
(# in Grp.)

Length of Observation: _____ minutes

SLP DC _____
signature

Date _____

SPEECH-LANGUAGE PATHOLOGY ASSESSMENT INSTRUMENT
ASSESSMENT RECORDING FORM (SLP DATA COLLECTOR)

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SPAP 5A

Observed SLP _____ SS# _____ SLP Data Collector _____
(Print name)
School System _____ Date _____
(Signature)

I. A		P I	Informs faculty of program services.
B		P I	Develops work schedule.
C		I	Maintains physical environment.
II. A		P I	Implements screening/referral procedures.
B		P I	Follows through on referrals to program.
C		I	Makes referrals for further evaluations.
III. A		P I	Obtains diagnostic information.
B	a	I	Obtains information from others.
	b		
	c		
C	a	I O	Revises therapy as needed.
	b		
	c		
IV. A		P I	Develops long range goals.
B		P	Develops short term objectives.
C		P	Uses standard English when writing.
D		P I	Records program and student information.

ASSESSMENT RECORDING FORM (PRINCIPAL/ADMINISTRATOR)

Observed SLP _____ Prin./Admin. _____
(Print name)

School System _____ Date _____
(Signature)

I. The SLP demonstrates program management skills.

☐

A. Informs faculty of program services.

☐

B. Develops work schedule(s) which will fit the needs of the student, school and faculty.

☐

C. Maintains a physical environment conducive to learning.

II. The SLP uses screening and referral techniques.

☐

A. Implements screening and/or referral procedures to identify students needing speech-language evaluation.

☐

B. Follows through on referrals made to the program.

IV. The SLP plans for students and maintains records.

☐

C. Uses standard English when writing (legibility, spelling, punctuation, morphology, syntax, organization).

☐

D. Records program and student information.

ASSESSMENT RECORDING FORM (SPECIAL EDUCATION SUPERVISOR)

Observed SLP _____ Sp. Ed. Super. _____
(Print name)

School System _____ Date _____
(Signature)

I. The SLP demonstrates program management skills.

☐
☐

- A. Informs faculty of program services.
- B. Develops work schedule(s) which will fit the needs of the student, school and faculty.

II. The SLP uses screening and referral techniques.

☐
☐
☐

- A. Implements screening and/or referral procedures to identify students needing speech-language evaluation.
- B. Follows through on referrals made to the program.
- C. Makes referrals for further evaluations.

III. The SLP obtains and uses diagnostic information.

☐

- B. Obtains and uses information from co-workers and parents to assist with specific student problems.

IV. The SLP plans for students and maintains records.

☐
☐
☐

- A. Develops long range goals for students.
- C. Uses standard English when writing (legibility, spelling, punctuation, morphology, syntax, organization).
- D. Records program and student information.

Speech - Language Pathology Assessment Instrument (SPAI)

Standard Interview Questions

I. A. How informed would you say your faculty is of SLP program services?

How do they receive their information?

(If not already answered) Ask: What is your role in providing this information?

(If not in portfolio) Ask: Do you have a written plan for informing faculty?

(If the answer is "yes") Ask: May I see a copy of your plan?

I. B. How do you develop your initial schedule?

(If not already answered) Ask: What factors do you take into consideration?

(If not in portfolio) Ask: May I see a copy of the schedule?

Who receives a copy of this schedule?

How do you use your non-therapy time?

I. C. Is this your regular room while you are working at this school?

(If "no", arrange to see the regular workspace before scoring this indicator.)

II. A. Describe the process used to decide if a student needs indepth evaluation. This process may include screenings or referrals.

(If not available in portfolio) Ask: Do you have this process in written form?

(If the answer is "yes") Ask: May I see a copy?

II. B. What general procedure do you follow once a student is referred to you?

(If not in portfolio) Ask: Do you keep records on the actions you take on the disposition (outcome) of referrals?

(If "yes") Ask: May I see a copy?

II. C. Do you refer any of your students to another specialist in your school or in the community?

(If "no") Ask: Why not?

(If "yes") Ask: Can you give me an example?

Then ask: How have you, or how will you follow up?

III. A. Name the tests or procedures you use most frequently with the different disorder areas.

(If not found in portfolio) Ask: Describe a student you have evaluated recently. Which evaluation instruments or procedures did you use and what information did you obtain from them.

6/83 -

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III. B. Have you met with other school personnel about specific problems concerning students in therapy?

(If "yes") Ask: Could you give examples of the persons you have talked with and the problems discussed?

How do you use this information?

Have you met with parents about specific problems related to therapy?

Do you give parents advice on how they can help their children at home?

(If "yes") Ask: Could you give me an example?

III. C. Do you ever make changes during a therapy session?

(If "yes") Ask: Could you give an example?

After completing a therapy session, have you ever found it necessary to revise plans before the next session?

(If "yes") Ask: What kinds of changes have you made?

As you move from one short term objective to another, do you find it necessary to change therapy procedures?

(If "yes") Ask: Could you give me an example?

On what do you base changes in long range goals?

IV. A. How do you develop your long range goals for individual students?

(Examine documentation for 4 or 5.)

IV. B. No interview question needed.

IV. C. No interview question needed.

IV. D. (If not in portfolio) Ask: Do you maintain summary records and/or reports for your total program? For example, screening results, dismissal summaries, or other cumulative records.

(If "yes") Ask: Could I see copies?

V.

VI. No interview questions are needed to clarify the indicators of these three competencies.

VII.

NOTE: At end of interview, say "To help orient us to the observation, please take a few minutes to describe the children we will be observing and tell us what you are working on now."

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Appendix B

SPAP Addendum: Table 2

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Minimal Performance Levels Selected by Speech-Language Pathologists
(Means of mean levels from the February, 1982, state-wide survey
and the June, 1982, Debriefing Conference)

Indicator	Ratings(%)*				
	1	2	3	4	5
I. A	0	3	67**	27	3
I. B	0	0	<u>69</u>	25	6
I. C	0	0	<u>57</u>	24	19
II. A	0	4	<u>66</u>	30	0
II. B	0	0	<u>46</u>	<u>38</u>	16
III. A	0	14	<u>55</u>	20	11
III. B	0	0	<u>63</u>	25	13
III. C	0	3	<u>25</u>	<u>50</u>	22
IV. A	0	0	49	<u>45</u>	6
IV. B	0	3	24	<u>59</u>	14
V. A	0	0	36	<u>41</u>	24
V. B	0	2	37	<u>45</u>	17
VI. A	0	3	<u>77</u>	14	6
VI. B	0	0	<u>69</u>	28	3
VI. C	0	0	<u>76</u>	15	9
VII. A	0	3	<u>57</u>	39	2
VII. B	0	0	<u>75</u>	23	2
VII. C	0	0	<u>61</u>	35	3
VIII. A	0	4	<u>82</u>	11	3
VIII. B	0	3	<u>76</u>	18	3
IX. A	0	3	<u>84</u>	8	5
IX. B	0	0	<u>53</u>	39	8
IX. C	0	0	<u>39</u>	<u>42</u>	19
Total Mean $\bar{x}$	0	2	58.4	30.5	9.3

* Table entries are percentages of survey and conference respondents selecting each of the rating values as minimum performance levels.

** Underlined values indicate the minimal performance levels identified through a cumulative percentage procedure. For each indicator, percentages were added from the upper extreme toward the middle of the rating scale. When the percentage sum exceeded 50% of respondents, the associated scale value was accepted as the minimum performance level for that indicator.

Speech - Language
Pathology
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The University of Georgia
Athens, Georgia 30602
(404) 542-1625 Ext. 54

May 12, 1983

IMPORTANT!!

TO: SPAI Data Collectors

FROM: Joan Berryman and Ray Neal
Speech-Language Pathology Assessment Project

RE: Establishment of SPAI Minimum Performance Levels (1983)

The Georgia Department of Education has implemented performance assessment as a part of the certification process for SLPs, effective May 1, 1983. As a part of this implementation, updated minimum levels of performance must be established. The minimum levels will be used as the standard for determining competence as measured by the SPAI, i.e., ratings earned by the SLP being assessed will be compared indicator by indicator with the minimum levels to determine if the SLP has demonstrated acceptable (minimum) performance.

As a trained SPAI data collector, you are requested to complete the attached survey form. Please indicate, by number, which descriptor, in your opinion, at this time, best describes the minimum acceptable level of performance for an SLP in the schools. As you complete the survey form, it will obviously be necessary for you to refer to your copy of the SPAI. A stamped return envelope is included for your convenience.

Your prompt response will be most helpful. Since only trained SPAI data collectors are being surveyed, it is extremely important that each of you provide input into the setting of professional standard which will be used during the initial implementation of on-the-job performance assessment certification of SLPs.

jps
Attachment

P.S. The May 2 seminar was most helpful to us and indications were that those attending also profited from the exchange of ideas and experiences. Lester Solomon continues to be impressed with your interest, responsiveness, and insightfulness.

Speech-Language Pathology Assessment Instrument

SURVEY FORM: Minimum Performance Levels

Fill in each blank with the descriptor number (1, 2, 3, etc.) you select.

I. Demonstrates Program Management Skills

A _____

B _____

C _____

II. Uses Screening and Referral Techniques

A _____

B _____

C _____

III. Obtains and Uses Diagnostic Information

A _____

B _____

C _____

IV. Plans for Students and Maintains Records

A _____

B _____

C _____

D _____

V. Uses Therapy Approaches and Materials

A _____

B _____

C _____

VI. Stimulates and Interacts With Students

A _____

B _____

C _____

VII. Uses Therapy Management Skills

A _____

B _____

C _____

D _____

SPAI MINIMUM PERFORMANCE LEVELS FOR CERTIFICATION
May, 1983, Survey of All Trained SLP Data Collectors
(N=41)

Indicator	Ratings(%)*				
	1	2	3	4	5
I. A	0	0	<u>85**</u>	15	0
I. B	0	0	<u>71</u>	17	12
I. C	0	10	<u>83</u>	7	0
II. A	0	0	<u>78</u>	20	2
II. B	0	10	<u>56</u>	34	0
II. C	0	2	<u>63</u>	27	7
III. A	0	0	37	<u>56</u>	7
III. B	0	0	32	<u>61</u>	7
III. C	0	2	44	<u>49</u>	5
IV. A	0	0	27	<u>71</u>	2
IV. B	0	0	27	<u>68</u>	5
IV. C	0	5	<u>58</u>	<u>32</u>	5
IV. D	0	5	<u>78</u>	17	0
V. A	0	0	<u>85</u>	15	0
V. B	0	5	<u>90</u>	5	0
V. C	0	15	<u>80</u>	5	0
VI. A	0	0	<u>90</u>	10	0
VI. B	0	0	<u>56</u>	44	0
VI. C	0	0	<u>83</u>	17	0
VII. A	0	0	<u>68</u>	29	2
VII. B	0	22	<u>76</u>	2	0
VII. C	2	10	<u>78</u>	10	0
VII. D	0	2	<u>39</u>	<u>58</u>	0

* Table entries are percentages of survey and conference respondents selecting each of the rating values as minimum performance levels.

** Underlined values indicate the minimal performance levels identified through a cumulative percentage procedure. For each indicator, percentages were added from the upper extreme toward the middle of the rating scale. When the percentage sum exceeded 50% of respondents, the associated scale value was accepted as the minimum performance level for that indicator.

**SPEECH-LANGUAGE PATHOLOGIST
ORIENTATION INFORMATION**

**PERFORMANCE-BASED
CERTIFICATION
IN GEORGIA**

Georgia Department of Education

PERFORMANCE-BASED CERTIFICATION FOR SPEECH-LANGUAGE PATHOLOGISTS (SLPs) IN GEORGIA

There are two components of Performance-Based Certification:

- a. The Georgia Teacher Certification Test (TCT) measures content knowledge in the applicant's field.
- b. The on-the-job performance aspect assesses the skills demonstrated by the applicant in an actual school setting.

REGIONAL ASSESSMENT CENTERS

A statewide network of seventeen Regional Assessment Centers coordinates the on-the-job aspect of performance based certification.

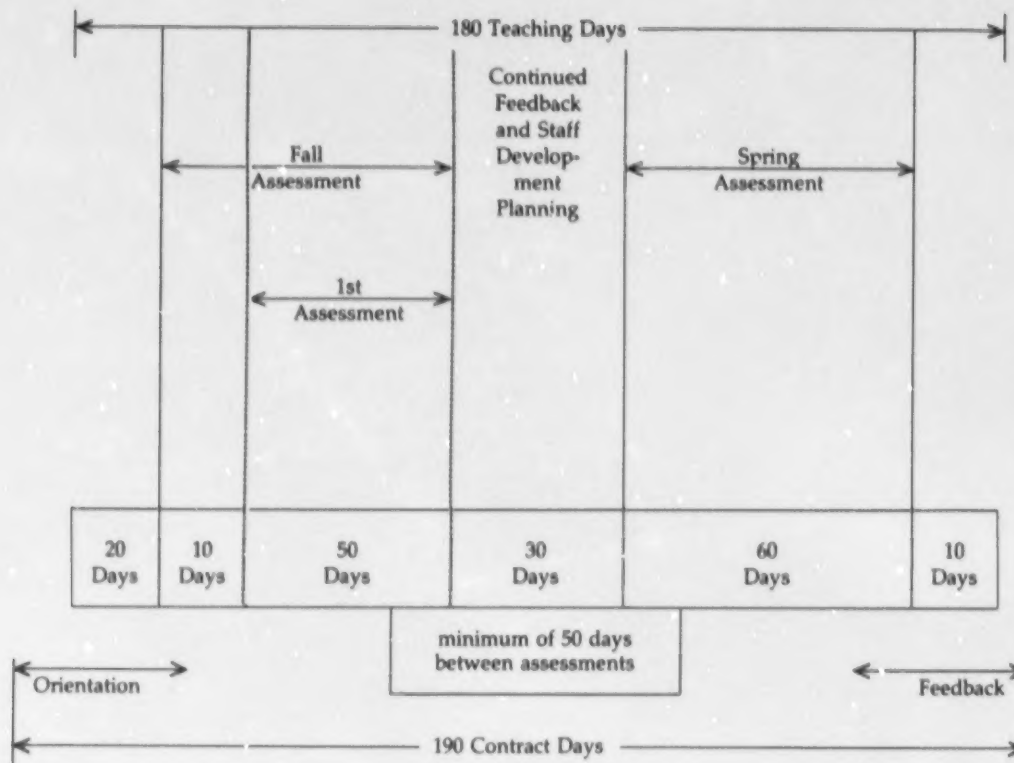
ORIENTATION

Prior to the beginning of the assessment, all SLPs are provided an orientation to the Performance-Based Certification process under the direction of the Regional Assessment Centers. Orientation will include the following items:

- a. Introduction to the Performance-Based Certification process.
- b. Review of the Speech-Language Pathology Assessment Instrument with explanation of how the instrument is rated.
- c. Information concerning the assessment time line.
- d. Description of qualifications of personnel involved in conducting assessments.
- e. Outline of procedures to be followed to schedule assessments.
- f. Description of materials to be supplied to the assessment team for each assessment.
- g. Description of assessment results supplied to the SLP.
- h. Description of procedures to follow in obtaining a performance-based certificate, including information on the TCT, such as how to acquire registration bulletins and objectives.
- i. Explanation of the appeals procedure for unassessable situations.
- j. Explanation of waiver procedures.
- k. Description of services available from the Regional Assessment Center.
- l. Information concerning available staff development opportunities.

TIME LINE FOR ASSESSMENT

There will be two assessment periods scheduled per school year with at least 50 teaching days intervening between assessments. A Fall assessment may not be conducted earlier than 20 teaching days into the school year and the SLP must be given 10 days notice prior to the beginning of the portfolio period. In addition, the SLP must have conducted at least two weeks of speech/language therapy prior to the assessment. No first assessments (the initial assessment of an SLP) will be conducted before the 31st teaching day.



ASSESSMENT TEAM

A team of four professional educators will serve as data collectors to assess the applicant:

- A. a Regional Assessment Center data collector.
- B. an administrator (e.g. special education supervisor, principal),
- C. an SLP external to the system, and
- D. an SLP (may be either internal or external to the system).

All team members have been trained to participate in these assessment procedures.

SCHEDULING

The Regional Assessment Center is responsible for cooperating with the local school system in developing the appropriate calendar. RAC personnel will schedule a portfolio due date, the group interview, and separate therapy observations for the two SLP Data Collectors. Within the Regional Assessment Center schedule, the SLP has the choice of which student(s) will be observed.

PREPARATION OF PORTFOLIO

The SLP prepares one copy of the portfolio for the ten-day portfolio period.

The portfolio should include:

Information pertaining to program administration

A brief description of the speech-language program (schools, numbers and types of students, additional responsibilities, etc.)

Information provided to faculty

Screening/referral process information

Copies of all schedules

Summary records (student and program)

Information pertaining to students who will be observed

Diagnostic results/reports must be furnished for those students to be observed. In some instances, these results/reports will have been completed by another SLP. In this event, additional results/reports must be furnished on at least one student who has been evaluated by the SLP being assessed.

Test protocols (completed test record forms, answer sheets, etc.).

Individualized Educational Plans (IEPs) or equivalent information and all other required legal documentation such as due process forms.

Lesson plans must be furnished for two individuals or groups. The plans should encompass at least two consecutive weeks or four consecutive sessions, whichever is longer.

Student progress records (checklists, tallies, charts, graphs, etc.).

Confidentiality access form.

REVIEW OF PORTFOLIO

Each assessment team member studies the portfolio individually and rates the appropriate portions of Competencies I, II, III, and portions of IV.

INTERVIEW

The SLP is interviewed by the entire assessment team on the appropriate portions of Competencies I, II, III, and IV.

THERAPY OBSERVATION

Only the two SLP assessment team members observe therapy. They observe at different times and rate indicators independently. Indicators in Competencies V, VI, and VII are to be rated based on the observation.

After the interview and observations have been completed, each team member completes his/her response card and mails it to the Regional Assessment Center for processing. Each SLP being assessed completes the Affirmation of Assessment card and mails it to the Regional Assessment Center.

PROFILE INTERPRETATION

Each SLP assessed receives a computer printout and detailed interpretation of the assessment results in a personal conference. Staff development opportunities and available resources will also be identified at this time.

When the performance profile for each assessment period is delivered and interpreted, the applicants will be informed of their status toward completion of the requirements. Competencies which have been satisfactorily demonstrated will be credited. Remaining competencies will be addressed in the subsequent assessment(s).

Satisfactory performance on each competency can be demonstrated in either of two ways:

1. 85 percent of the indicator ratings at or above the minimum levels on one assessment, or
2. 75 percent of the indicator ratings at or above the minimum levels over a combination of two consecutive assessments.

When either of these standards is met, the competency will be credited as completed. When all seven competencies have been satisfactorily demonstrated, the Teacher Certification Office, Georgia Department of Education, will issue the Performance-Based SLP certificate.

RESOURCES

Local School System

Special Education Supervisory Personnel

Regional Agencies

Cooperative Educational Services Agency (CESA)

Georgia Learning Resource System Center (GLRS)

Statewide Agencies

Georgia Department of Education

Consultant, Speech and Language Impaired
Program for Exceptional Children

Twin Towers East

Atlanta, GA 30344

Tel.: (404) 656-6317

Resource Manual for Program for Exceptional Children:

Vol. VII, Speech and Language Impaired

College and University Training Programs

Armstrong State College

Savannah, GA 31406

Tel.: (912) 927-5294

Columbus College

Columbus, GA 31907

Tel.: (404) 568-2251

Emory University

Decatur, GA 30322

Tel.: (404) 329-7790

Georgia State University

Atlanta, GA 30303

Tel.: (404) 658-2310

University of Georgia

Athens, GA 30602

Tel.: (404) 542-1685

Valdosta State College

Valdosta, GA 31698

Tel.: (912) 247-3357

West Georgia College

Carrollton, GA 30118

Tel.: (404) 834-1332

Georgia Speech-Language-Hearing-Association

484 Irvin Court - Suite 160

Decatur, GA 30030

Tel.: (404) 292-1211

— Conventions, Workshops, Consultants

Georgia Council for Exceptional Children

Contact: Program for Exceptional Children

Georgia Department of Education

Twin Towers East

Atlanta, GA 30334

Tel.: (404) 656-6317

National Agencies

American Speech-Language-Hearing Association

10801 Rockville Pike

Rockville, MD 20852

Tel.: (800) 638-6868 (toll free)

— Publications, Conventions, Short Courses

Council for Exceptional Children

1920 Association Drive

Reston, VA 22091

Tel.: (703) 620-3660

— Publications, Conventions, Short Courses

Checklist for SLP to be Assessed

- ___ 1. Attend orientation
- ___ 2. Read the Speech-Language Pathology Assessment Instrument (SPAI) carefully
- ___ 3. Choose two groups and/or individuals for observation
- ___ 4. Prepare portfolio
- ___ 5. Place copy of portfolio in principal's office on day designated by RAC
- ___ 6. Review interview questions
- ___ 7. Participate in interview conducted by assessment team
- ___ 8. Conduct therapy session which is observed by SLP Data Collector 1
- ___ 9. Conduct therapy session which is observed by SLP Data Collector 2
- ___ 10. Receive assessment profile
- ___ 11. Participate in staff development
- ___ 12. Prepare for second assessment, if necessary

BRIEFING FOR SPAI ASSESSMENT TEAM:
ADMINISTRATORS AND SPECIAL EDUCATION SUPERVISORS

Contents

1. Comparison of the TPAI/SPAI
2. Process Overview
3. Checklist for SPAI Data Collectors
4. Excerpts from the SPAI
 - Development of the SPAI (SPAI, pp. 1-2)
 - Description of SPAI (SPAI, pp. 2-3)
 - General Assessment Procedures (SPAI, pp. 3-4)
 - Preparation of Portfolio (SPAI, p. 5)
 - Standard Interview Questions (SPAI, pp. 6-9)
 - Competencies and Indicators (SPAI, Administrators:
pp. 11, 12, 13, 14, 15, 22, 23)
(SPAI, Sp. Ed. Supervisors:
pp. 11, 12, 13, 14, 15, 16, 18
20, 22, 23)
5. SPAI Response Form
6. Profile

Note: Items 4, 5, and 6 are part of the SPAI or forms furnished for use with the SPAI.

A Comparison of the TPAI/SPAI

GENERAL SIMILARITIES

1. The instrument is designed to assess on-the-job performance.
2. Those who will administer the instrument are provided with some form of training.
3. Orientation is held for those being assessed.
4. Those being assessed: a) are interviewed, b) prepare a portfolio and c) are observed.
5. There are minimum performance levels for each indicator.
6. The required proficiency level is 75% on two assessments or 85% on one assessment.
7. A profile is developed to show the assessment results.

GENERAL DIFFERENCES

	TPAI	SPAI
1. Number of instruments	Consists of three instruments	Consists of a single instrument Interview questions provided to SLPs
2. Number of competencies	14	7
3. Number of indicators	45	23
4. Number involved in assessment	Three people assess the teacher: Administrator Peer teacher External data collector	Four people assess the SLP: Principal/Administrator Special Education Supervisor Two SLP data collectors
5. Assessor responsibility	All three data collectors complete all parts of these instruments given for certification.	SLP data collectors complete entire instrument. The indicators which are rated by the administrator and special education supervisor are included in the portfolio-interview portion of the scale.
6. Recording forms	See examples	See examples
7. Administration times	Approximately one week to review the portfolio. Approximately one hour for interview. Class period of not less than 30 minutes.	Approximately one week to review portfolio. Approximately one-half hour for interview. 30 minute observation of complete therapy session(s).

On-The-Job Assessment of Speech-Language Pathologists

PROCESS OVERVIEW

1. SLPs to be assessed receive orientation.
2. Dates are established for portfolio period including specific dates for interview and therapy observations.
3. Regional Assessment Center determines assessment team:
(1) SLP. (2) SLP (3) Special Ed. Supervisor (4) Administrator.
4. SLP prepares portfolio for two groups or individuals covering a two week instructional period.
5. The portfolio is placed in the principal's office at least five days prior to the beginning of the portfolio period. (Only 1 copy is required.)
6. All four team members examine the portfolio. The Administrator and Special Ed. Supervisor should complete this review prior to the day of the interview.
7. Each team member independently rates the indicators specified for competencies I, II, III, IV.
8. Each of the two SLP data collectors independently observes the SLP for one therapy session.
9. The SLP data collectors independently rate competencies V, VI, and VII.
10. All rating forms are forwarded to the Regional Assessment Center for processing.
11. The SLP is furnished an assessment profile in an individual conference. Staff development resources are identified.
12. SLP participates in staff development activities.
13. A second assessment is scheduled, if necessary.

Checklist for SPAI Data Collectors

SLP Data Collectors

- _____ 1. Obtain LEA permission to serve on assessment team
- _____ 2. Review instrument and responsibilities of assessment team members
- _____ 3. Arrive at assessment site in time to review the portfolio before the interview
- _____ 4. Lead interview or participate in interview
- _____ 5. Observe therapy session
- _____ 6. Independently rate competencies
- _____ 7. Forward ratings to Regional Assessment Center

Administrator Data Collector

and

Special Education Supervisor Data Collector

- _____ 1. Review instrument and responsibilities of assessment team members
- _____ 2. Review portfolio prior to assessment date
- _____ 3. Participate in interview
- _____ 4. Independently rate competencies
- _____ 5. Forward ratings to Regional Assessment Center

GEORGIA DEPARTMENT OF EDUCATION
TEACHER PERFORMANCE ASSESSMENT
SPEECH-LANGUAGE PATHOLOGY ASSESSMENT INSTRUMENT (SPAI)
RESPONSE FORM

A. SSN OF SLP ASSESSED

B. CODE

C. DATE

D. DATA COLLECTOR SSN

E. ASSESSMENT
ACTIVITY

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

SYSTEM				SCHOOL			

MO.		YR.	

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

--	--

* **

SLP DATA COLLECTOR	
I	V
A. 1 2 3 4 5	A. 1 2 3 4 5
B. 1 2 3 4 5	B. 1 2 3 4 5
C. 1 2 3 4 5	C. 1 2 3 4 5
II	VI
A. 1 2 3 4 5	A. 1 2 3 4 5
B. 1 2 3 4 5	B. 1 2 3 4 5
C. 1 2 3 4 5	C. 1 2 3 4 5
III	VII
A. 1 2 3 4 5	A. 1 2 3 4 5
B. 1 a b c d	B. 1 2 3 4 5
C. 1 a b c d	C. 1 2 3 4 5
IV	D. 1 a b c d
A. 1 2 3 4 5	
B. 1 2 3 4 5	
C. 1 2 3 4 5	
D. 1 2 3 4 5	

SPECIAL EDUCATION SUPERVISOR	
I	IV
A. 1 2 3 4 5	A. 1 2 3 4 5
B. 1 2 3 4 5	C. 1 2 3 4 5
C. 1 2 3 4 5	D. 1 2 3 4 5
II	
A. 1 2 3 4 5	
B. 1 2 3 4 5	
C. 1 2 3 4 5	
III	
B. 1 a b c d	
For indicators having numbered ratings only, circle one and only one number in response. OR For indicators having numbered and lettered ratings, circle one number or the appropriate letter or letters in response.	

ADMINISTRATOR	
I	IV
A. 1 2 3 4 5	C. 1 2 3 4 5
B. 1 2 3 4 5	D. 1 2 3 4 5
C. 1 2 3 4 5	
II	
A. 1 2 3 4 5	
B. 1 2 3 4 5	

- *1 = SLP Data Collector (Interview Leader)
- *2 = SLP Data Collector
- *3 = Special Education Supervisor
- *4 = Administrator
- ** = No. of Assessment

I hereby affirm that all assessment procedures were followed as required.

Data Collector Signature

Date

BEST COPY AVAILABLE

90

DEMONSTRATION
REGIONAL ASSESSMENT CENTER

SSN = XXX-XX-XXXX
SYSTEM/SCHOOL = ZZZ/YYYY

2/01/83

OFFICIAL PROFILE
ASSESSMENT #1

INSTRUCTIONS FOR INTERPRETATION OF CERTIFICATION PROFILE

TWO KINDS OF DATA SUMMARIES FOR THE SPEECH-LANGUAGE PATHOLOGY ASSESSMENT INSTRUMENT (SPAI) ARE PROVIDED IN THIS REPORT. FIRST, A SUMMARY OF SLP PERFORMANCE SHOWS THE NUMBER OF COMPETENCY INDICATOR RATINGS MADE, THE NUMBER OF RATINGS AT OR EXCEEDING THE MINIMUM PERFORMANCE LEVEL (ML) AND THE PERCENTAGE OF RATINGS AT OR EXCEEDING THE ML FOR EACH OF THE 7 SPAI COMPETENCIES. ML'S WERE ESTABLISHED BY PANELS OF EXPERT GEORGIA SLPs TRAINED IN THE USE OF THE SPAI.

THE ON-THE-JOB ASSESSMENT REQUIREMENTS FOR SATISFACTORY PERFORMANCE OF THE 7 COMPETENCIES FOR CERTIFICATION PURPOSES MAY BE MET IN EITHER OF THE FOLLOWING WAYS:

- A. IF, ON A SINGLE ASSESSMENT WITH TWO TO FOUR DATA SOURCES, 85% OF THE RATINGS FOR THE INDICATORS WITHIN A SINGLE COMPETENCY ARE AT OR ABOVE THE MINIMUM LEVELS, THAT COMPETENCY IS DEEMED TO HAVE BEEN SATISFACTORILY DEMONSTRATED AND FURTHER PERFORMANCE OF THE COMPETENCY WILL NOT BE REQUIRED FOR CERTIFICATION PURPOSES;
- B. IF, ON TWO CONSECUTIVE ASSESSMENTS WITH FOUR TO EIGHT DATA SOURCES, 75% OF THE RATINGS FOR THE INDICATORS WITHIN A SINGLE COMPETENCY ARE AT OR ABOVE THE MINIMUM LEVEL, THAT COMPETENCY IS DEEMED TO HAVE BEEN SATISFACTORILY DEMONSTRATED AND FURTHER PERFORMANCE OF THE COMPETENCY WILL NOT BE REQUIRED FOR CERTIFICATION PURPOSES.

BOTH OF THESE PERFORMANCE STANDARDS (75% AND 85% LEVELS) ARE REPRESENTED ON THIS PROFILE BY VERTICAL LINES. PERCENTAGES BELOW, AT OR ABOVE THE STANDARDS ARE PLOTTED TO THE LEFT, ON OR TO THE RIGHT OF THE VERTICAL LINE. EACH DOT TO THE LEFT OR RIGHT OF THE VERTICAL LINE REPRESENTS 2.5 PERCENTAGE POINTS. FOR EXAMPLE, IF THE PERCENTAGE OF RATINGS AT THE MINIMUM LEVEL FOR A COMPETENCY IS 60, AN X WOULD BE PLOTTED 6 DOTS TO THE LEFT OF THE VERTICAL LINE. IF THE PERCENTAGE OF RATINGS AT THE MINIMUM LEVEL IS AT OR ABOVE 85%, A PLUS (+) WILL BE PLACED IN LIEU OF THE X.

A SECOND SET OF SPAI ASSESSMENT RESULTS BEGINS ON PAGE 2 OF THIS REPORT. THESE RESULTS ARE FOR EACH OF THE 23 SPAI INDICATORS, ARRANGED UNDER THE 7 COMPETENCIES. INDIVIDUAL INDICATOR RATINGS, ESTABLISHED ML'S, AND THE NUMBER OF RATINGS AT OR EXCEEDING THE ML ARE PROVIDED FOR EACH INDICATOR. THE SUM OF THE NUMBER OF INDICATOR RATINGS AT OR EXCEEDING THE ESTABLISHED ML FOR EACH SPAI COMPETENCY IS ALSO DISPLAYED AND EXPRESSED AS A PERCENTAGE OF THE ACTUAL NUMBER OF RATINGS MADE. PERCENTAGES OF INDICATOR RATINGS AT THE ML FOR EACH COMPETENCY ARE IN PARENTHESES.

SUMMARY OF SLP PERFORMANCE

SSN - XXX-XX-XXXX
 SYSTEM/SCHOOL - ZZZ/YYYY

	NO. RAT- INGS	NO. RAT- INGS AT ML	% OF RAT- INGS AT ML	PERFORMANCE RELATIVE TO STANDARDS			
				50	75%	85%	100
SPEECH-LANGUAGE PATHOLOGY ASSESSMENT INSTRUMENT							
I: DEMONSTRATES PROGRAM MANAGEMENT SKILLS	11						
II: USES SCREENING AND REFERRAL TECHNIQUES	11						
III: OBTAINS AND USES DIAGNOSTIC INFORMATION	7						
IV: PLANS FOR STUDENTS AND MAINTAINS RECORDS	13						
V: USES THERAPY APPROACHES AND MATERIALS	6						
VI: STIMULATES AND INTERACTS WITH STUDENTS TO ENHANCE STUDENT PERFORMANCE	6						
VII: USES THERAPY MANAGEMENT SKILLS	8						

* PERCENTAGES TOTALING LESS THAN 50% OF THE MINIMUM LEVELS ARE NOT REPORTED.
 † COMPETENCY PROFICIENCY.

SUMMARY OF INDICATOR RATINGS FOR EACH COMPETENCY

SSN = XXX-XX-XXXX

SYSTEM/SCHOOL = ZZZ/YYYY

RATINGS
AT ML

		RATINGS				ML	
		1	2	3	4		
I.	DEMONSTRATES PROGRAM MANAGEMENT SKILLS						
INDICATOR A.	INFORMS FACULTY OF PROGRAM SERVICES					3	
INDICATOR B.	DEVELOPS A WORK SCHEDULE(S) WHICH WILL FIT THE NEEDS OF THE STUDENT, SCHOOL AND FACULTY					3	
INDICATOR C.	MAINTAINS A PHYSICAL ENVIRONMENT CONDUCTIVE TO LEARNING					3	
							0 / TP (%)
II.	USES SCREENING AND REFERRAL TECHNIQUES						
INDICATOR A.	IMPLEMENTS SCREENING AND/OR REFERRAL PROCEDURES TO IDENTIFY STUDENTS NEEDING SPEECH-LANGUAGE EVALUATION					3	
INDICATOR B.	FOLLOWS THROUGH ON REFERRALS MADE TO THE PROGRAM					3	
INDICATOR C.	MAKES REFERRALS FOR FURTHER EVALUATION				X	3	
							0 / TP (%)
III.	OBTAINS AND USES DIAGNOSTIC INFORMATION						
INDICATOR A.	OBTAINS DIAGNOSTIC INFORMATION		X	X		4	
INDICATOR B.	OBTAINS AND USES INFORMATION FROM CO-WORKERS AND PARENTS TO ASSIST WITH SPECIFIC STUDENT PROBLEMS			X		4	
INDICATOR C.	REVISES THERAPY AS NEEDED USING EVALUATION RESULTS AND OBSERVATION DATA		X	X		4	
							0 / TP (%)
IV.	PLANS FOR STUDENTS AND MAINTAINS RECORDS						
INDICATOR A.	DEVELOPS LONG RANGE GOALS FOR STUDENTS				X	4	
INDICATOR B.	DEVELOPS SHORT TERM OBJECTIVES FOR STUDENTS				X	4	
INDICATOR C.	USES STANDARD ENGLISH WRITING					4	
INDICATOR D.	RECORDS PROGRAM AND STUDENT INFORMATION					4	
							0 / TP (%)

SUMMARY OF INDICATOR RATINGS FOR EACH COMPETENCY

SSN = XNA-XX-XXXX

SYSTEM/SCHOOL = ZZZ/YYYY

	RATINGS				ML	RATINGS AT ML
	1	2	3	4		
V. USES THERAPY APPROACHES AND MATERIALS						
INDICATOR A. USES THERAPY APPROACHES WHICH MEET INDIVIDUAL STUDENTS' NEEDS					3	
INDICATOR B. IMPLEMENTS THERAPY ACTIVITIES IN A LOGICAL SEQUENCE					3	
INDICATOR C. USES MATERIALS COMPATIBLE WITH STUDENT AGE AND STUDENT INTEREST					3	
						0 / TP (%)
VI. STIMULATES AND INTERACTS WITH STUDENTS TO ENHANCE STUDENT PERFORMANCE						
INDICATOR A. PROVIDES STIMULI OR CUES DURING THERAPY					3	
INDICATOR B. REINFORCES STUDENT RESPONSES					3	
INDICATOR C. OBTAINS RESPONSES WHICH ALLOW FOR EVALUATION OF STUDENT PERFORMANCE IN THERAPY					3	
						0 / TP (%)
VII. USES THERAPY MANAGEMENT SKILLS						
INDICATOR A. PROVIDES INSTRUCTIONS AND EXPLANATIONS WHICH ARE UNDERSTOOD BY THE STUDENT					3	
INDICATOR B. PROVIDES MOTIVATING ACTIVITIES					3	
INDICATOR C. RECORDS RESPONSES DURING DIAGNOSTIC AND THERAPY ACTIVITIES					3	
INDICATOR D. REINFORCES AND ENCOURAGES THE EFFORTS OF STUDENTS TO MAINTAIN INVOLVEMENT					4	
						0 / TP (%)

- INDICATES RATING NOT MADE

X NOT TO BE RATED BY THIS DATA SOURCE

1 AND 2 = SLP DATA COLLECTORS' RATINGS

3 = SPECIAL EDUCATION SUPERVISOR'S RATINGS

4 = ADMINISTRATOR'S RATINGS

APPENDIX A

**Performance Assessment Of
Speech-Language Pathologists
Utilizing The
Speech-Language Pathology Assessment Instrument
(SPAI)**

4/83

In order to meet the special needs of speech-language pathologists (SLPs) working in Georgia schools, the Georgia Department of Education, beginning in 1978, supported activities to determine the need for a separate on-the-job assessment instrument for SLPs. The pages which follow include a description of instrument development activities, a section defining terms as they relate specifically to the assessment of SLPs, and a section outlining the procedures to be followed in SLP certification assessment activities. This appendix is a supplement to the foregoing general performance assessment guidelines. The reader must make reference to the general guidelines when interpreting and implementing the Speech-Language Pathology Assessment Instrument (SPAI) procedures presented on the following pages.

I. Development of the Speech-Language Pathology Assessment Instrument (SPAI)

The Special Education Competencies for Teachers (SECT) project funded by the Georgia Department of Education, undertook a special study in 1978 to identify competencies for speech-language pathologists (SLPs). The previous year's research had indicated that SLPs were consistently rated higher than other types of special education teachers on a validated list of special education teaching competencies. In that study, the sample of 65 teachers included only nine SLPs. However, based on that limited number, it appeared that SLPs would be able to rate much higher in the state's competency certification assessments because they dealt with only one or two students at a time in their therapy sessions. Because of the contextual difference in work setting, beginning SLPs would more easily meet certification requirements than would other teachers. Furthermore, needs for staff development would be less easily identified with higher evaluation ratings.

A state committee composed of concerned Georgia educators was formed to examine this problem. That committee met five times during the year in two-day sessions. These efforts eventually resulted in a competency assessment instrument for SLPs.

During the initial committee meetings all available existing competency assessment instruments were examined for competency rating items that might be pertinent to SLPs. A critical incident technique, where videotaped recordings of actual therapy sessions were studied, was used to develop new competency indicators. A list of 112 competency statements resulted from these activities.

A state-wide survey was used to determine which of these competency statements should be minimally required of beginning SLPs. All SLPs and special education directors in Georgia as well as a 10% sampling of all Georgia principals were mailed a copy of the survey. Four questions were asked for each of the 112 competency statements to determine their importance, their frequency of use, the typical performance level, and the appropriate assessment source.

After essential competencies and indicators were identified, the state committee wrote descriptors of the skills and behaviors to be demonstrated by SLPs. A delphi process was used. At this point, a draft assessment instrument called the SECT/SLP instrument had been developed. This instrument was then field-tested.

Thirty-three SLPs from around the state were interviewed and observed by two teams of evaluators using a generic teacher performance assessment instrument and the newly developed SECT/SLP instrument. The interviews and therapy observations were recorded on videotape and all subjects were rated on their overall demonstration of competency by an expert panel of practitioners and teacher educators. As an external criterion measure the panel's rankings and classifications of the SLPs were compared to the

ratings from the two performance assessment instruments. Those items and competencies that were positively and significantly related to the external criterion were considered valid and formed the revised instrument. A list of these competencies is included in this handout. Procedures, interview questions, and portfolio contents were written.

After original validation procedures were completed, the resulting instrument was named the Speech-Language Pathology Assessment Instrument (SPAI). In preparation for use of the SPAI in the certification of SLPs, data was collected in order to establish minimum competency levels based on expert opinions. Two groups of approximately 35 SLPs each from throughout Georgia were asked to assign "minimally acceptable" ratings for each of the indicators. Results were tallied and modal values were determined for each group's indicator ratings. These ratings were combined to determine minimum competency levels for use with the SPAI in certification procedures.

Following the first year's experience with this instrument in training and school practice, the twenty-three indicators were rearranged into seven competency areas and key points were developed for each of the indicators.

The following section presents a comparison of the Teacher Performance Assessment Instrument (TPAI) and the Speech-Language Pathology Assessment Instrument (SPAI) through an outline of general similarities and differences of the two instruments.

TPAI / SPAIGENERAL SIMILARITIES

1. The instrument is designed to assess on-the-job performance.
2. Those who will administer the instrument are provided with some form of training.
3. Orientation is held for those being assessed.
4. Those being assessed: 1) are interviewed, 2) prepare a portfolio and 3) are observed.
5. There are minimum performance levels for each indicator.
6. The required proficiency level is 75% on two assessments or 85% on one assessment.
7. A profile is developed to show the assessment results.

GENERAL DIFFERENCES

TPAI

SPAI

Number of Instruments

Consists of 3 instruments.

Consists of a single instrument.
Interview questions provided to
SLPs.

Number of Competencies

14 Competencies

7 Competencies

Number of Indicators

45 Indicators

23 Indicators

Number involved in assessment

Three people assess the teacher

Four people assess the SLP

Principal/Administrator

Principal/Administrator

Peer teacher

Special Education Supervisor

External data collector

Two SLP data collectors

Data Collector responsibilities

All 3 data collectors complete all
parts of those instruments given
for certification.

SLP data collectors complete entire in-
strument. The indicators which are rated
by the administrator and special educa-
tion supervisor are included in the
portfolio-interview portion of the scale.

GENERAL DIFFERENCES
(continued)

TPAI

SPAI

Recording forms

See examples.

See examples.

Administration Times

Approximately one week to review
portfolio.
Approximately one hour for inter-
view.
One hour of direct observation.

Approximately one week to review
portfolio.
Approximately one-half hour for
interview.
30-60 minute observation of com-
plete therapy session(s).

III. Program Responsibilities

A. Georgia State Board of Education and/or the Department of Education

1. - 12. Same as TPAI.

B. Regional Assessment Center

1. - 3. Same as TPAI.

4. Identification and recruitment of potential trainees.

5. Same as TPAI.

5a. Orientation of non-SLP assessment team members.

6. Coordinating all assessment activities: scheduling, selecting assessment teams, assessing teachers, and compiling and processing assessment data.

7. - 11. Same as TPAI.

12. Monitoring the work of data collectors (administrator, special education supervisor and SLP data collectors) and coordinating assistance to maintain their skills.

13. - 18. Same as TPAI.

C. Fiscal Agent - The regional assessment center's fiscal agent is responsible for:

1. - 4. Same as TPAI.

D. Local Education Agency - Public school systems, private or parochial schools and other agencies that employ certified teaching personnel are responsible for:

1. Identifying a system staff member who will serve in a liaison capacity with the regional assessment center.

Note: The same LEA staff member will serve as liaison for SPAI and TPAI activities.

2. Informing SLPs when employed that, if eligible, they will participate in the prescribed Performance-Based Certification program.

3. - 5. Same as TPAI.

6. Selecting SLPs and identifying administrators and special education supervisors for training in the assessment process.

7. - 12. Same as TPAI.

IV. Regional Assessment Center Personnel Qualifications

A. Coordinator

1. Same as TPAI.
2. Has received orientation to the SPAI.
3. - 5. Same as TPAI.

B. Data Collector

1. - 7. Not applicable to the SPAI.

C. Secretary

1. - 3. Same as TPAI.

V. Regional Assessment Center Personnel Responsibilities

A. Coordinator

1. - 12. Same as TPAI.

B. Data Collector

1. - 9. Not applicable to the SPAI.

C. Secretary

1. - 5. Same as TPAI.

VI. Procedures

A. Training Activities

1. Not applicable to the SPAI.
2. At present, SPAI training is offered on a statewide basis under auspices of the Georgia Department of Education.

Training includes:

- a. Completion of the full training program which includes a three day instructional conference, school practice assessments, and post-training activities.
- b. Meeting proficiency requirements during the training conference.
- c. Not applicable to the SPAI.

VI. Procedures (continued)

A. Training Activities (continued)

2. d. Completion of at least two school practice assessments, one of which yield 70% minimum level interrater agreement.
3. Not applicable to the SPAI.

B. Teacher Assessment Orientation

1. - 3. Same as TPAI.

C. Scheduling Assessments

1. - 2. Same as TPAI.
3. Within the regional assessment center schedule, the SLP selects the therapy session(s) to be observed.
4. Same as TPAI.
5. The SPAI portfolio period (see Definition of Terms) encompasses two weeks of the school year with assessment activities scheduled for the first five days. The remaining days are for rescheduling assessment activities, if needed, to provide for a valid assessment. The portfolio must be placed in the principal's office or other convenient location at least 5 school days prior to the assessment takes place.
6. Not applicable to the SPAI.
7. The SLP must have conducted at least two weeks of speech/language therapy activities prior to assessment with the SPAI.
8. Same as TPAI.
9. Not applicable to the SPAI.
10. - 11. Same as TPAI.

D. Identification of Local System Personnel to Serve as Data Collectors

1. The two SLP data-collectors must be fully trained and qualify for SPAI data collection endorsement. Administrators who serve on the SPAI assessment team must be eligible for TPAI data collection endorsement and have received SPAI briefing. The special education supervisor data collector must (1) be eligible for TPAI collection endorsement, have received TPAI update and have received SPAI briefing or (2) be eligible for SPAI data collection endorsement.

VI. Procedures (continued)

D. Identification of Local System Personnel to Serve as Data Collectors (continued)

2. The regional assessment center has the final responsibility for the composition of the assessment team (two SLP data collectors, principal/administrator data collector, and special education supervisor data collector).
3. Not applicable to the SPAI.
4. In instances where there is no qualified person in a school building to fill the administrator data collector role in the assessment process, the regional assessment center coordinator and the system liaison will identify an administrator data collector to fill the appropriate role.
5. Not applicable to the SPAI.

E. Conducting Assessments

1. Criteria for Valid Assessments

- a. There is one instrument to be administered.
- b. Four data collectors (administrator, special education supervisor, and two SLPs) complete appropriate sections of the SPAI.
- c. Only the two SLP data collectors complete the entire instrument. (See the SPAI assessment recording forms for a listing of the items that are completed by each data collector.)
- d. Each data collector must examine the SLP's portfolio in order to respond independently to certain competencies within the SPAI.
- e. All four data collectors must participate in the interview in order to assess the SLP on specified indicators. The regional assessment center will schedule an interview at which all four data collectors and the SLP being assessed are present. One of the SLP data collectors will be designated by the RAC to lead the interview.
- f. During the therapy observation, each SLP data collector must observe the implementation of the lesson plans which were submitted by the SLP being assessed and assign ratings based on observations made during that scheduled time only.
- g. The two SLP data collectors must observe the SLP either on different days or at different times on the same day. No instances of simultaneous observations by assessment team members will be acceptable.

VI. Procedures (continued)

E. Conducting Assessments

1. h. Each data collector must rate the SLP independently of the other data collectors.
2. Two assessment periods per school year with four data collectors per assessment (providing a maximum of 6 assessments with 24 collectors of data over the 3-year period) will be provided all SLPs holding non-renewable certificates. If the SLP is employed on or before the 70th teaching day, two assessment opportunities will be provided; after the 70th teaching day, but on or before the 95th teaching day, one assessment will be scheduled.
3. - 4. Same as TPAI.

F. Waivers of Assessment - Same as TPAI.

G. Unassessable Assignments - Same as TPAI.

H. Appeals Process - Same as TPAI.

I. Processing Data at the Regional Assessment Center

1. - 2. Same as TPAI.

J. Confirming Teacher Profiles

1. Same as TPAI.

K. Interpretation of Profiles

1. - 3. Same as TPAI.

L. Planning Staff Development

1. - 4. Same as TPAI.

M. Record Keeping

1. - 6. Same as TPAI.

N. Sharing Assessment Data

1. - 3. Same as TPAI.

VI. Procedures (continued)

C. Vocational Schools

1. - 2. Not applicable to the SPAI.

P. Private Schools and Other Eligible Agencies

1. - 3. Same as TPAI.

2a. Briefing of administrators and special education supervisors.

4. Same as TPAI.

Q. Interrater Agreement Checks

1. - 3. Same as TPAI.

R. Assessment of personnel with T-series certification.

1. Not applicable to the SPAI.

2. Same as TPAI.

VII. Partial Assessments

A. Orientation

1. - 3. Same as TPAI.

B. Scheduling

1. - 2. Same as TPAI.

C. Criteria for Valid Partial Assessments

1. In those instances in which the assessment team is not informed of the competencies yet to be mastered, the entire SPAI is readministered.
2. In those instances in which the assessment team has been informed of the competencies yet to be mastered the SPAI will be administered with the following modifications:
 - a. If a competency to be reassessed contains indicators dependent on portfolio materials, only pertinent portions of the portfolio need be provided by the SLP.
 - b. If a competency to be reassessed contains indicators dependent on the interview, an interview must be scheduled. During the interview only those questions keyed to the indicators under reassessment will be asked.

VII. Partial Assessments (continued)

C. Criteria for Valid Partial Assessments (continued)

2. c. If a competency to be reassessed contains indicators dependent on therapy observation, the entire observation procedure must be completed.
3. The RAC will provide assessment teams with information necessary to conduct partial assessments, as described in this section.

SPAI ORIENTATION SCRIPT

I represent the _____ Regional Assessment Center.
My main objective in meeting with you today is to discuss Performance-Based Certification.

I will begin by asking you some questions. How many of you are familiar with the Speech-Language Pathology Assessment Instrument? How many of you were assessed during student teaching?

Let me explain the meaning of Performance-Based Certification. There are three criteria a teacher and/or SLP must meet in order to receive a professional renewable certificate in the state of Georgia. The first requirement is the completion of an approved teacher education program including supervised clinical practice. The second requirement is the passing of the Georgia Teacher Certification Test. The third requirement is demonstrating competency in the on-the-job assessment. All of you have completed the first requirement, and many of you may have completed the second. Of course, all of you will begin working on the third requirement this year.

A brief recap of the history of Performance-Based Certification might serve to help in your understanding of the process. It has been a continuing aspiration in Georgia since the last sixties. The process began with work on developing the Teacher Performance Assessment Instrument which has been a requirement for classroom teachers since 1980. Work on a performance assessment instrument for SLPs began in 1978. A list of 112 competency statements was compiled from a variety of instruments. Essential competencies and indicators were identified through a survey of a state wide committee. The result was an instrument named

the Speech-Language Pathology Assessment Instrument comprised of 7 competencies with 23 indicators falling under these competencies. It is important for you to realize there was input from many Georgia SLPs regarding the decision about which competencies are generic, i.e., they apply to all SLPs regardless of case load served.

The rationale for the development of Performance-Based Certification is not at all complicated. For years we have known that before a cosmetologist is licensed to cut hair or before an automobile mechanic is certified to repair cars, they are required to prove to a licensing board that they possess the necessary basic skills to function adequately within their profession. Yet a profession as vital as ours, teaching young people, had no job related entrance requirements. True, SLPs have had to have a college diploma, but graduating from a college does not necessarily result in minimal clinical competency. As a result of the implementation of Performance-Based Certification, we will now have some objective evidence of professional competency.

Things have really changed since I began teaching _____. I did not anticipate any problems, but I did have them. What concerned me was the fact that I did not know the cause of these problems. There were times when I thought I was in the wrong profession. I was concerned about student achievement, as I felt that my students were not always learning to their fullest potential. To have received detailed feedback about my teaching ability would have been of great benefit to me. It would have enabled me to know specifically where to make improvements.

I am sure you are also interested in student progress, or you would not have spent the last four to five years preparing yourself in the field of speech-language pathology.

Our philosophy is that the assessment process will be helpful to you and let you know what is expected of you. By going through the assessment you will receive definite detailed feedback; as your strengths are identified, you gain self-confidence; as your weaknesses are identified, you receive staff-development; when you receive your PBT certificate, you can be very proud because you have proven yourself competent. Performance-Based Certification assures parents, as well as legislators who determine our salaries, that we will indeed have competent SLPs in the state.

Refer to page ____ in your orientation brochure as we talk in more detail about specific requirements. The first component is the TCT or Georgia Teacher Certification Test. This criterion-referenced test measures content knowledge in Speech-Language Pathology, and has been a requirement for certification since September, 1982. If you hold a non-professional certificate, your certificate is non-renewable, valid for three years. During this year you must pass the test and meet any other outstanding Georgia requirements. There are three TCT testing dates during the year. You should plan to take this test on the first testing date. If you do not pass the first time, you will have two more opportunities to take the test. The feedback SLPs receive on sub-areas will help you prepare for future test administrations. If you pass the TCT at the first testing date, you will convert to the ____ certificate, and a state salary increase will be retroactive to the beginning of the year. After this session, we would like to meet with those of you who need TCT information. We will give you the testing dates as well as registration bulletins for the test. We also have objectives for each area test available.

If you have taken and passed the TCT, you already have an _____ certificate. This is a non-renewable certificate valid for a maximum of three years. If you need to complete any outstanding Georgia requirements, these must be met during the first year of employment in order for the _____ certificate to be extended for the remaining two years of the three-year validity period.

As we know, knowledge of the subject area does not necessarily lead to competency in planning and demonstrating clinical skills. That is why the on-the-job assessment is also a requirement. This aspect of certification assesses your ability to apply knowledge and skills in a school setting. On-the-job assessment became a requirement for certification May 1, 1983. SLPs who hold either an _____ or _____ certificate will need to begin the on-the-job assessment process the first year of employment in Georgia schools. You have three years to complete this requirement. When you have met all requirements, you have proven yourself competent, and you will receive a PBT, Performance-Based Teaching Certificate. This certificate is valid for five years less the number of years you were employed on a non-renewable certificate. When you receive a PBT certificate, you are eligible for an advancement in compensation to the fourth step of the state salary scale.

Our job at the Regional Assessment Center is to coordinate the on-the-job aspect of certification. There are 17 centers in the state. Refer to page _____ in your brochure. Our center is located in _____. We serve _____ school systems within _____ counties. These counties are _____

Listed for you are the members of our staff: _____

Our telephone numbers are listed for you. Please feel free to call on us at any time. We are there to assist you. We want you to feel comfortable with this process of assessment and continued development.

Page number _____ lists the items we will cover at this orientation session.

We'll begin with the assessment time line which represents a 190-day school year. The top of page _____ indicates that you will have at least ten days from the time you are notified of your schedule until the time the actual assessment activities begin. Two assessments will be scheduled per year, and mastery of the competencies is based on the combination of these two assessments.

Four professional educators will serve on the assessment team: an administrator, a special education supervisor and two SLP data collectors. Each of the four team members will have received training to administer assigned portions of the SPAI. You should feel comfortable in knowing that at least two of the team members are certified in your field.

The time line on page _____ shows when the assessments will take place. On the left side, the first 30 teaching days have been marked out to show that no assessment will take place during this time. This is to give you time to get organized in your therapy schedule and to get to know your students. The fall assessment will take place within the next 50 days of school, but not before you have conducted therapy for at least two weeks. The following 50 days shown on the time line provide a period to look at the results of your first assessment and the opportunity for you to seek staff development based on assessed needs. Your second assessment will be scheduled in the spring. On the right side of the time line, the last 10 days are marked out since this will be a very busy time of the school year.

Refer to page _____. You will be contacted in order to schedule a due date for your portfolio, the date and time of the group interview, and the times for two separate therapy observations (one observation time for each of the SLP team members).

The portfolio period (period during which assessment activities may take place) will be 7-10 days with the activities scheduled during the first five days. The last 2-5 days are reserved for emergency rescheduling.

(Hold up form.) You will be asked to sign a reliability check permission form. We want to insure the collection of accurate data, and one way of doing this is to conduct reliability checks. This means an additional data collector may attend the interview and/or observe therapy with the two SLP team members. The additional data collector's ratings will not be used for certification purposes.

Page _____ lists the requirements for your portfolio. The portfolio is a composite of administrative, diagnostic, and therapy documents which give evidence of your performance as an SLP, not just a set of lesson plans. The portfolio, however, should contain lesson plans written for two therapy groups/individuals of your choice: for example, (1) Sam, Bill, and Tom, whom you see in a language group and (2) Tina, whom you see individually for articulation. Lesson plans should cover all sessions scheduled for these two groups/individuals during a 10-day period. One copy of your portfolio should be submitted to the administrator team member to allow him/her and the special education supervisor team member ample opportunity (at least 5 days) to study it before the assessment date. Your team members will be looking for specific information within the portfolio. The information you provide should include the following items:

- (1) A paragraph describing the speech-language program including a list of schools served, numbers and types of students, additional responsibilities, etc.
- (2) Information you have provided to the faculty.
- (3) Screening/referral process information.
- (4) Copies of all schedules.
- (5) Summary records (student and program).

Also include the following information pertaining to students who will be observed:

- (1) Diagnostic Results/Reports.
- (2) Test protocols.
- (3) Individualized Education Plan (IEP) or legally equivalent information and all other forms necessary.
- (4) Lesson plans
- (5) Student progress records (checklists, tallies, etc.)

There is no set format for the portfolio. You may use the form with which you are most comfortable as long as this specific information is included and the information can be easily located. Let me emphasize that the indicators requiring portfolio evidence are clearly marked within the instrument. Therefore, you should make certain that you have provided adequate evidence for each of these indicators.

Turn to page _____. After the portfolio has been turned in, the team members examine it and prepare for the interview. The interview will be conducted as a total group. One of the SLP data collectors will ask questions concerning certain indicators for which evidence would not be presented in the portfolio or during the observations. Even though a group interview is conducted, each team member will rate independently. In order to keep the ratings confidential, team members do not discuss them.

Refer to page _____. Therapy observations will be scheduled individually. They may occur on two separate days or on the same day as long as two groups and/or individuals are observed. At these times, an SLP team member will observe you conducting therapy with the groups/individuals you select.

When all assessment activities have been completed, you must complete an affirmation of assessment card. By signing this card, you will be indicating that every part of the assessment went as scheduled. This card should be forwarded to the Regional Assessment Center immediately after the last observation so that the processing of your data will not be delayed.

Page _____ addresses the profile interpretation. When the data have been processed, a member of our staff will schedule a conference to interpret your profile (hold up a copy) and discuss the results of the assessment. Your strengths and weaknesses will be identified. If you give written permission, this information will be released to your school system for staff development purposes. This can be done either by signing a data release form, or the release may be incorporated into your contract.

You will note that there are two ways of demonstrating competence on the SPAI: (1) obtain 85 percent of the indicator ratings at or above the minimum levels in one assessment, or (2) obtain 75 percent of the indicator ratings over a combination of two consecutive assessments. Should a second assessment be required, you will receive another profile as well as a summary profile combining the results of the two assessments. The summary profile will indicate the competencies which have been demonstrated satisfactorily. When all seven competencies have been met, you will receive a _____ certificate. Remember, you

have three years, or a total of six assessment opportunities to meet proficiency on all seven competencies.

If the summary profile indicates mastery of some but not all competencies, the competencies on which you have met proficiency will be "banked." Only the competencies which are not met during the first year will be reassessed during the next year through a partial assessment. After the third assessment, the summary profile will be a combination of the second and third assessments, and it will indicate whether or not any competencies are yet to be mastered. When proficiency on all seven competencies is achieved, the _____ certificate will be issued.

Page _____ provides a list of available resources. I would like to urge you to use these services for your benefit. Each school system is funded to provide staff development for beginning teachers.

You will note that resources are listed in a local to national hierarchy. Your specific needs will determine which of these resources would be most appropriate. For example, if you need to become more knowledgeable concerning approaches to stuttering therapy, a GSHA/ASHA workshop or short course on this topic would be an appropriate staff development activity. On the other hand, improving clinical skills might be achieved through consultation provided by an experienced SLP in your local system or region and arranged by your special education supervisor or CESA representative.

Now I will present an overview of the Speech-Language Pathology Assessment Instrument which was developed to assess beginning SLPs for initial certification purposes.

Refer to your copy of the Speech-Language Pathology Assessment Instrument. Note that it contains seven competencies.

A competency is too broad for assessment purposes; therefore, indicators were written to further define the competency. The indicators are the behaviors which your team members will actually rate. The more indicators an individual demonstrates proficiently, the more likely it is that the person is demonstrating the target competency. Let us read through these indicators. Within the first competency, there are three indicators; A, B, C. (Read indicators from manual for each competency.)

Again, I would like to remind you of the three sources used for rating this instrument. Competencies I-IV will be rated based on the portfolio and/or interview. In many instances, responses to interview questions must be substantiated by materials in the portfolio. Information on competencies V-VII comes primarily from the therapy observation.

In constructing the instrument, a third more specific level of behavioral description was used. Items at this level are called descriptors. They are written in behavioral terms and are used to determine the rating for each indicator.

On page 11 you will see competency statement one, "Demonstrates Program Management Skills" and indicator number one, "Informs faculty of program services." You will also see on this same page the next classification, descriptors. The descriptors here are expressed in sentence length statements and are rated on a scale of one to five. A 1 is the lowest rating, and a 5 is the highest rating. Let us read through these descriptors. (Read 1-5, page 11.) You can see as we read from 1 to 5, that we are moving up levels of performance with each step being a higher degree of proficiency. For each indicator there is a minimum level score. This score is the proficiency level

required by the State Department of Education for certification purposes. For all indicators, the minimum level is a three or a four. Most of the indicators are rated through descriptors arranged in this ascending order. There are, however, 3 exceptions.

For example, look at III B on page 18. The scale of descriptors for this indicator is stated in "a-b-c-d" form. Again, you will receive a rating on a scale of 1-5. Your team members will determine how many descriptors are evident in your performance. Let us read through these descriptors. (Read descriptors a, b, c, d; page 18.) If a data collector finds evidence of descriptors "a" and "c", your rating would be a three which means two of the descriptors were evident. The other indicators rated in this manner are III C and VII D.

Refer to descriptors 2-5 on III A; page 17, and you will note there is an asterisk beside each of these. The asterisks mean evidence must be found in the portfolio before rating these descriptors.

You will want to read through this instrument very carefully. Be sure to read each indicator and descriptor. Look for the asterisks and read the key points. They will help you determine what specifically is to be rated.

Do you have any questions about the instrument?

Let us discuss exactly what is meant by the mastery of a competency. Within one competency, there are three to four indicators. You will have two to four team members rating each indicator. You will receive a rating summary sometime after the completion of the assessment. As you recall from our earlier discussion, 85% of the indicator ratings on a single assessment or 75% percent of the ratings on two consecutive assessments must be at or above the minimum level score. These minimum levels will be shown on your profile. (Hold up yellow brochure and read with them

number 11, "Mastery of a competency.") Do you have any questions about the mastery of a competency? Again, I would like to remind you of the fact that you do have three years, a total of six assessments, to master the seven competencies of the SPAI.

We want you to view the assessment process as continued professional preparation, a program designed to provide feedback to help you become a better SLP, and a program that will help increase student progress.

SMALL GROUP SESSION: Information on TCT

The _____ certificate is a non-renewable provisional certificate valid for only one year. Holders of an _____ certificate must register and take a Teacher Certification Test, TCT, during the certificate year. The cost of registering for the TCT is \$35. The test is administered three times yearly at four testing centers. The testing dates are as follows:

Register by:

Test date:

The test centers are:

Albany area

Athens area

Atlanta area

Savannah area

There are two reasons to encourage a person to register for the first testing date. The first is if the TCT is passed on the first opportunity during the school year, the _____ certificate will be issued with a validity period retroactive to the beginning of the school year. This means you would receive the state professional salary retroactive to the beginning of the school year. Secondly, if the TCT is not passed in November, there is time to review the objectives and prepare to take

the test a second time. If the exam is passed on the second or third administration, the validity period of the performance-based certificate and the pay increase would be retroactive to the date on which the test was passed. If you wait until the last testing date and do not pass, your current certificate will expire and you will not be eligible for certification until the test is passed. There is however, no limit on the number of times you may take the test.

Bulletins with registration forms are available from your local school system, colleges and universities, Teacher Certification Services or the Regional Assessment Center. A listing of test objectives is also available from our office.

ALL SMALL GROUP SESSIONS:

Included in the folder are two forms, SLP Information Sheet and a Demographic Information Form. Please complete both forms and leave them with us. You will also find a Checklist for SLPs which will help guide you through the procedures and a Process Overview which will recap some of the information you received during this orientation.

(Discuss the Checklist for SLPs and the Flow Chart.)

Please feel free to contact our Center if you have additional questions.

9/82

Appendix C

Speech - Language Pathology Assessment Instrument (SPAI)

Standard Interview Questions

I. A. How informed would you say your faculty is of SLP program services?

How do they receive their information?

(If not already answered) Ask: What is your role in providing this information?

(If not in portfolio) Ask: Do you have a written plan for informing faculty?

(If the answer is "yes") Ask: May I see a copy of your plan?

I. B. How do you develop your initial schedule?

(If not already answered) Ask: What factors do you take into consideration?

(If not in portfolio) Ask: May I see a copy of the schedule?

Who receives a copy of this schedule?

How do you use your non-therapy time?

I. C. Is this your regular room while you are working at this school?

(If "no", arrange to see the regular workspace before scoring this indicator.)

II. A. Describe the screening and/or referral procedures used to decide if a student needs in-depth evaluation.

(If not available in portfolio) Ask: Do you have these procedures in written form?

(If the answer is "yes") Ask: May I see a copy?

II. B. What general procedure do you follow once a student is referred to you?

(If not in portfolio) Ask: Do you keep records on the actions you take on the disposition (outcome) of referrals?

(If "yes") Ask: May I see a copy?

II. C. Do you refer any of your students to another specialist in your school or in the community?

(If "no") Ask: Why not?

(If "yes") Ask: Can you give me an example?

Then ask: How have you, or how will you follow up?

III. A. Name the tests or procedures you use most frequently with the different disorder areas.

(If not found in portfolio) Ask: Describe a student you have evaluated recently. Which evaluation instruments or procedures did you use and what information did you obtain from them.

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III. B. Have you met with other school personnel about specific problems concerning students in therapy?

(If "yes") Ask: Could you give examples of the persons you have talked with and the problems discussed?

How do you use this information?

Have you met with parents about specific problems related to therapy?

Do you give parents advice on how they can help their children at home?

(If "yes") Ask: Could you give me an example?

III. C. Do you ever make changes during a therapy session?

(If "yes") Ask: Could you give an example?

After completing a therapy session, have you ever found it necessary to revise plans before the next session?

(If "yes") Ask: What kinds of changes have you made?

As you move from one short term objective to another, do you find it necessary to change therapy procedures?

(If "yes") Ask: Could you give me an example?

On what do you base changes in long range goals?

IV. A. How do you develop your long range goals for individual students?

(Examine documentation for 4 or 5.)

IV. B. No interview question needed.

IV. C. No interview question needed.

IV. D. (If not in portfolio) Ask: Do you maintain summary records and/or reports for your total program? For example, screening results, dismissal summaries, or other cumulative records.

(If "yes") Ask: Could I see copies?

V.

VI. No interview questions are needed to clarify the indicators of these three competencies.

VII.

NOTE: "At end of interview, say "To help orient us to the observation, please take a few minutes to describe the children we will be observing and tell us what you are working on now."

July 21, 1982

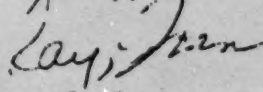
Dear SPAP Advisors,

As you know the SPAI is undergoing some revisions prior to the 1982 training conference which will be held in Atlanta, October 20-22.

Find enclosed a regrouping of indicators with new competency titles. Lester Solomon, Georgia Department of Education, has advised us that in order to parallel the TPAI, the SPAI must be arranged by competency areas. For reliability purposes, each competency area must contain at least three indicators. Please let us know if you concur with the following arrangement and titles or if you have any suggestions or comments.

As always, we appreciate your input concerning the project and look forward to your continuing involvement with SPAI activities when it has been adopted by the State Board of Education.

Sincerely,



Joan D. Berryman
W.R. Neal, Jr.
Co-Directors
SPAP

kb

cc: Lester Solomon
Rebecca Reeves

- I. The SLP demonstrates general professional skills.
 - A. Informs faculty of program services.
 - B. Develops work schedule(s) which will fit the needs of the student, school and faculty.
 - C. Maintains a physical environment conducive to learning.
 - D. Uses standard English when writing (legibility, spelling, punctuation, morphology, syntax, organization).
- II. The SLP uses screening and referral techniques.
 - A. Implements screening and/or referral procedures to identify students needing speech-language evaluation.
 - B. Follows through on referrals made to the program.
 - C. Makes referrals for further evaluations.
- III. The SLP obtains and uses diagnostic information.
 - A. Obtains diagnostic information.
 - B. Obtains and uses information from co-workers and parents to assist with specific student problems.
 - C. Revises therapy as needed using evaluation results and observation data.
- IV. The SLP uses therapy approaches, materials, and activities.
 - A. Uses therapy approaches which meet individual student needs.
 - B. Provides motivating activities.
 - C. Implements therapy activities in a logical sequence.
 - D. Uses materials compatible with student age and student interest.
- V. The SLP stimulates and interacts with students to enhance student performance.
 - A. Provides instructions and explanations which are understood by the student.
 - B. Provides stimuli or cues during therapy.
 - C. Reinforces student responses.
 - D. Reinforces and encourages the efforts of students to maintain involvement.
 - E. Obtains responses which allow for evaluation of student performance in therapy.
- VI. The SLP develops and records student and program information.
 - A. Records responses during diagnostic and therapy activities.
 - B. Records program and student information.
 - C. Develops long range goals for students.
 - D. Develops short term objectives for students.

Speech-Language Pathology Assessment Instrument

**SPEECH-LANGUAGE PATHOLOGY ASSESSMENT PROJECT
UNIVERSITY OF GEORGIA / GEORGIA DEPARTMENT OF EDUCATION
1982**

SPEECH-LANGUAGE PATHOLOGY

ASSESSMENT INSTRUMENT

Speech-Language Pathology Assessment Project

Co-Directors: Joan D. Berryman

W. R. Neal, Jr.

**555 Aderhold Hall
University of Georgia
Athens, GA 30602
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**A cooperative project of the Georgia Department of Education and the
University of Georgia.**

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THE SPEECH-LANGUAGE PATHOLOGY ASSESSMENT INSTRUMENT
(SPAI)

Development of the Instrument

The Speech-Language Pathology Assessment Instrument (SPAI) is the product of three years of developmental research funded by the Georgia Department of Education. The purpose of the SPAI is to provide a standardized format for the evaluation of the on-the-job performance of school speech-language pathologists (SLPs). Development of the SPAI commenced in 1978 when Title IV-C funding was obtained from the Georgia Department of Education (1) to determine the need for a performance assessment instrument to be used specifically with SLPs and (2), if appropriate, to develop a pilot instrument. A state-wide committee composed of university educators, educational administrators, and practicing school SLPs worked for two years under the coordination of a project director. To establish content validity, an initial list of 112 behavioral indicator statements was sent to all school SLPs, special education directors, and SLP college faculty in Georgia as well as to ten percent of Georgia school principals. Each survey respondent was asked to indicate for each statement its importance, its frequency of occurrence, the typical performance level of SLPs, and the appropriate evaluator. Those indicators were accepted which eighty percent of respondents agreed were "essential" skills needed by SLPs. The resulting indicators were grouped into competency areas and behavioral descriptors were written for each of the indicators. Thirty-three SLPs from around the state were then interviewed and observed by two teams of evaluators using the generic Teacher Performance Assessment Instrument and the newly developed instrument. The interviews and therapy observations were recorded on videotape and all subjects were rated on their overall demonstration of competence by an expert panel

of SLPs and college faculty. As an external criterion measure, the panel's rankings and classifications of the SLPs were compared to the ratings from the two performance assessment instruments. Those indicators and competencies that were positively and significantly related to the external criterion were considered valid and were therefore selected for inclusion in the revised instrument. Results clearly indicated that the generic instrument was not appropriate for use with SLPs: only three TPAI items proved to be related to the external criterion and were retained as items in the SPAI. Procedures, interview questions, and portfolio instructions were written.

Although the indicators and descriptors remain the same in the current 1982 version of the SPAI, further standardization and refinement of the instrument was completed during 1981-82:

1. development of interpretive guidelines (key points) for each of the SPAI indicators;
2. establishment of inter-rater reliability in the use of the SPAI in field data collection;
3. establishment of minimum cut-off scores for the SPAI through two state-wide surveys;
4. revision of the printed format of the instrument.

Description of the Instrument

The SPAI contains seven competencies which are conceptualizations of performances essential to the professional effectiveness of SLPs. These competency statements are defined through items which indicate the presence of behaviors representative of the competency. The SPAI contains three to five indicator items for each of the competencies. Each indicator item is rated on a 1 (low) to 5 (high) scale. The scale values for each indicator are accompanied by descriptor statements which describe the quality of an SLP's performance relevant to the competency indicator. A listing of competencies and indicators is included immediately following this introductory section.

Within the body of the instrument, the competencies, indicators, and descriptors are designated as follows:

I. COMPETENCY

A. Indicator Item

1. Descriptor

With the exception of indicators III B, III C, and VI D, indicator items are hierarchal in design; i.e., descriptors range from least desirable (1) to most desirable (5). The SLP cannot receive a rating of 3, for instance, if he/she has not met the requirements for a 2 and a 1 on that particular item. The non-hierarchal indicators, III B, III C, and VI D are designed differently. Each of these indicators contains four desirable performance descriptors which are labeled a, b, c, d. A rating is determined by the number of these desirable descriptors which are evident in the SLP's performance. That is, if none are present, a rating of 1 is assigned; if one is present, a rating of 2 is assigned, etc.

Three sources of data are employed during the administration of the SPAI:

- (1) a portfolio prepared by the SLP, containing program and student information, such as diagnostic reports, lesson plans, schedules, and summary records;
- (2) an interview with the SLP;
- (3) observation of therapy.

Competencies I, II, III and IV are rated on data obtained from the portfolio and the interview. Ratings on competencies V, VI and VII are based on information obtained from the observation of therapy.

General Assessment Procedures

The SPAI is designed to be administered in the school setting by a four-member assessment team: a principal or other general administrator,

a special education supervisor (special education coordinator/director, lead SLP, or other supervisory person), and two SLPs with SLP data collector certification endorsement. Samples of the recording forms to be used by the assessors are included at the end of the instrument. As indicated by the recording forms, not all of the indicators within the seven competencies are rated by all assessors.

The review of portfolio materials and the interview session involve all four assessment team members. Information from these two sources is used by team members in rating indicator items in Competencies I, II, III and IV. Therapy observations are conducted by the two SLP data collectors and provide the basis for rating indicator items from Competencies V, VI and VII. Each observation period should cover at least a 30-minute period.

The SLP being assessed should study this instrument thoroughly, paying particular attention to the specific skills to be evaluated and to those competency indicators for which portfolio materials are required.

PREPARATION OF PORTFOLIO

The purpose of the portfolio is to give the assessors information to assist them in accurately rating the SLP's performance. Each assessor must have access to the portfolio prior to the interview and observation. The assessors will be responsible for maintaining confidentiality of the records released to them. However, the SLP may also choose to delete or black out the last names of the students on records released to the assessors. The following are the types of information which will be needed, especially for Competencies I, II, III and IV.

A. Information pertaining to program administration

1. A brief paragraph description of the speech-language program (schools, numbers and types of students, additional responsibilities, etc.)
2. Information provided to faculty
3. Screening/referral process information
4. Copies of all schedules
5. Summary records (student and program)

B. Information pertaining to students who will be observed

1. Diagnostic Results/Reports. Diagnostic results/reports must be furnished for those students to be observed. In some instances, these results/reports will have been completed by another SLP. In this event, additional results/reports must be furnished on at least one student who has been evaluated by the SLP being assessed.
2. Test protocols (completed test record forms, answer sheets, etc.).
3. Individualized Educational Plan (IEP) or equivalent information.
4. Lesson Plans. Plans must be furnished for two (2) individuals or groups. The plans should encompass two consecutive weeks within the designated assessment period.
5. Student progress records (checklists, tallies, charts, graphs, etc.).

It is essential that complete records on observed students be available to the assessors in order for an accurate rating to be assigned. An incomplete portfolio will result in lower ratings.

Portfolio materials should be assembled in such a way so that assessors can easily locate pertinent information as they are assigning ratings to the indicators.

Speech - Language Pathology Assessment Instrument (SPAI)

Standard Interview Questions

I. A. How informed would you say your faculty is of SLP program services?

How do they receive their information?

(If not already answered) Ask: What is your role in providing this information?

(If not in portfolio) Ask: Do you have a written plan for informing faculty?

(If the answer is "yes") Ask: May I see a copy of your plan?

I. B. How do you develop your initial schedule?

(If not already answered) Ask: What factors do you take into consideration?

(If not in portfolio) Ask: May I see a copy of the schedule?

Who receives a copy of this schedule?

How do you use your non-therapy time?

I. C. Is this your regular room while you are working at this school?

(If "no", arrange to see the regular workspace before scoring this indicator.)

BEST COPY AVAILABLE

II. A. Describe the screening and/or referral procedures used to decide if a student needs indepth evaluation.

(If not available in portfolio) Ask: Do you have these procedures in written form?

(If the answer is "yes") Ask: May I see a copy?

II. B. What general procedure do you follow once a student is referred to you?

(If not in portfolio) Ask: Do you keep records on the actions you take on the disposition (outcome) of referrals?

(If "yes") Ask: May I see a copy?

II. C. Do you refer any of your students to another specialist in your school or in the community?

(If "no") Ask: Why not?

(If "yes") Ask: Can you give me an example?

Then ask: How have you, or how will you follow up?

III. A. Name the tests or procedures you use most frequently with the different disorder areas.

(If not found in portfolio) Ask: Describe a student you have evaluated recently. Which evaluation instruments or procedures did you use and what information did you obtain from them.

III. B. Have you met with other school personnel about specific problems concerning students in therapy?

(If "yes") Ask: Could you give examples of the persons you have talked with and the problems discussed?

How do you use this information?

Have you met with parents about specific problems related to therapy?

Do you give parents advice on how they can help their children at home?

(If "yes") Ask: Could you give me an example?

III. C. Do you ever make changes during a therapy session?

(If "yes") Ask: Could you give an example?

After completing a therapy session, have you ever found it necessary to revise plans before the next session?

(If "yes") Ask: What kinds of changes have you made?

As you move from one short term objective to another, do you find it necessary to change therapy procedures?

(If "yes") Ask: Could you give me an example?

On what do you base changes in long range goals?

IV. A. How do you develop your long range goals for individual students?

(Examine documentation for 4 or 5.)

IV. B. No interview question needed.

IV. C. No interview question needed.

IV. D. (If not in portfolio) Ask: Do you maintain summary records and/or reports for your total program? For example, screening results, dismissal summaries, or other cumulative records.

(If "yes") Ask: Could I see copies?

V.

VI. No interview questions are needed to clarify the indicators of these three competencies.

VII.

NOTE: At end of interview, say "To help orient us to the observation, please take a few minutes to describe the children we will be observing and tell us what you are working on now."

SPEECH-LANGUAGE PATHOLOGY ASSESSMENT INSTRUMENT:
COMPETENCIES AND INDICATORS

I. THE SLP DEMONSTRATES PROGRAM MANAGEMENT SKILLS.

A. The SLP informs faculty of program services.

Descriptors

1. Fails to inform faculty of available program services.
2. Inconsistently makes attempts to inform faculty.
3. Informs faculty of available services, but does not utilize a comprehensive plan.
4. Utilizes a comprehensive plan to inform faculty of available services.
- *5. Implements a written comprehensive plan to inform faculty of available services. The SLP schedules informative follow-up sessions held during faculty meetings or in-service training sessions during the academic year.

* Evidence for this descriptor must be found in the portfolio.

Key Points

- A. 1.
2. Informs some but not all faculty; unsystematic; information perhaps limited to one short oral presentation or informal contacts only.
 3. Somewhat systematic but limited to informal oral presentations only or hand-outs only.
 4. Indications are present of efforts to plan for provision of information to faculty and there is evidence that the plan is followed. Both oral and written information are disseminated.

The term "comprehensive" refers to a plan in which

- a. all faculty are informed on a continuing basis,
- b. both oral and written information are disseminated, and
- c. information is provided on all available program services.

5. The plan is written.

I. THE SLP DEMONSTRATES PROGRAM MANAGEMENT SKILLS.

B. The SLP develops a work schedule(s) which will fit the needs of the student, school and faculty.

Descriptors

1. Makes little or no effort to schedule for the provision of services.
2. Develops an unwritten schedule for the provision of services. This schedule does not necessarily fit the needs of the student, school and faculty.
- *3. Develops a written schedule for the provision of services based primarily on student need. Some effort to involve school and faculty is noted.
- *4. Develops a written schedule for the provision of services based primarily on student need. It is evident that a concerted effort has been made to fit the needs of the school and faculty.
- *5. In addition to #4, the SLP schedules time for planning, conferences with parents and teachers, IEP meetings, and student evaluations. A copy of the schedule is given to the appropriate administrator.

* Evidence for these descriptors must be found in the portfolio.

Key Points

General Note: "Student needs" should be based on student age, sex, ability, student's academic schedule, the type and severity of disorder, etc.

"School and faculty needs" should be based on schedules for lunch, P.E., academics, other specialists, etc.

"Work schedule" refers to a daily schedule of student appointments and other activities within that school.

- B. 1. Scheduling either not firm, inconsistent, or haphazard: e.g. Students are seen when SLP "feels like it." (That is, SLP makes no attempt to schedule students at planned times.)
- 2.
3. & 4. The difference between these levels is the degree to which the needs of the students and school are considered in developing the work schedule.
5. It is not necessary that the portfolio show that a copy of the schedule has been given to the administrator in order for this rating to be assigned.

I. THE SLP DEMONSTRATES PROGRAM MANAGEMENT SKILLS.

C. The SLP maintains a physical environment conducive to learning.

- | Descriptors | Key Points |
|---|--|
| 1. Does not maintain a clean, organized work setting (materials, furniture and equipment are misplaced; papers, books and litter are scattered on tables, desks and shelves). | General Note: This indicator assumes that the data collector is able to view the usual worksetting of the SLP. If the usual workspace is not used for the therapy observation, the data collector should arrange to view that workspace before scoring this indicator. |
| 2. Maintains a clean but disorganized work setting. No apparent effort has been made to have the therapy setting attractive or comfortable in regard to seating arrangements, heating and lighting. | This indicator should be rated even if the room is shared with co-workers. |
| 3. Maintains a clean, comfortable, and organized work setting. | C. 1. - 5. "Organization" applies to the general neatness of material storage and arrangement of materials according to therapy session needs. |
| 4. In addition to #3, provides bulletin boards and/or other displays which add to the attractiveness of the therapy setting. | 3. - 5. "Comfortable" applies to the ease-of use of arrangements of furniture within the room as well as the comfort of the furniture. |
| 5. In addition to #4, provides bulletin boards and/or other displays consisting of information about therapy-oriented topics and student progress and reward systems. | 5. Bulletin boards and/or displays serve an instructional purpose. |

II. THE SLP USES SCREENING AND REFERRAL TECHNIQUES.

A. The SLP implements screening and/or referral procedures to identify students needing speech-language evaluation

Descriptors	Key Points
1. Does not implement and utilize identification procedures.	A. 1. This rating should be given if the SLP, while maintaining the previous year's caseload, has not attempted to identify additional caseload.
2. Implements limited identification procedures which do not encompass all areas of speech-language impairment (articulation, voice, fluency, language).	2.
3. Implements procedures for screening and/or referrals that encompass all major areas of speech-language impairment.	3
4. Implements identification procedures that encompass all major areas of speech-language impairment and are based on screening and/or referral guidelines.	4.
*5. In addition to #4, a written plan for implementation is available.	5.
* Evidence of this descriptor must be found in the portfolio.	

II. THE SLP USES SCREENING AND REFERRAL TECHNIQUES.

B. The SLP follows through on referrals made to the program.

Descriptors	Key Points
1. Makes no effort to follow through on referrals. 2. Makes some effort to follow through on referrals. 3. Utilizes an organized follow through procedure. 4. In addition to #3, informs the referring source of the disposition of the referral. *5. In addition to #4, confers with the referring source and maintains a record of the results of the referral.	General Note: Referral "follow-through" pertains to both the paper work involved as well as to the provision of direct evaluation services to the student. In some cases, directing the referral to a more appropriate specialist may take the place of evaluation by the SLP. B. 1. 2. 3. There is a consistent, systematic procedure for following up on referrals. 4. 5.

* Evidence for this descriptor must be found in the portfolio.

II. THE SLP USES SCREENING AND REFERRAL TECHNIQUES.

C. The SLP makes referrals for further evaluations.

Descriptors

1. Does not identify the need for further referrals.
2. Identifies students who require further evaluation but makes no effort to refer.
3. Identifies students who need further evaluation and makes the proper referrals.
4. In addition to #3, follows the evaluation by contacting the referral agency/person and discussing the results.
5. In addition to #4, makes an effort to insure that the referral has been followed up.

Key Points

- C.
1. The SLP has not identified students who may need referral to other professionals such as audiologists, psychologists, physicians, or other school or non-school specialists.
 2. The SLP is aware of students in need of referral, but for one reason or another, has not made the referral attempt(s).
 - 3.
 4. Receiving a written report also fulfills this descriptor.
 5. In addition to #4, the SLP maintains contact with the parents, other professionals, etc. to help insure that the recommendations have been carried out. Also, this rating may be given if the referral information is used by the SLP to decide what to do in therapy.

III. THE SLP OBTAINS AND USES DIAGNOSTIC INFORMATION.

A. The SLP obtains diagnostic information.

Descriptors

1. Does not obtain information from test results.
- *2. Obtains inaccurate information from test results.
- *3. Obtains accurate information from test results although needs assistance with test interpretation.
- *4. Obtains accurate information from test results and rarely needs assistance with test interpretation.
- *5. Obtains accurate information from test results and compares/contrasts results of various tests to further analyze students' speech-language patterns.

* Evidence for these descriptors must be found in the portfolio.

Key Points

General Note: This indicator refers to the accuracy of test findings and to the accuracy of interpretations of results, not to the appropriate selection of tests.

A. 1.

2. This rating may reflect a lack of adequate documentation in the portfolio.

2. - 5. The concept of accuracy refers to the appropriate administration and scoring of tests and interpretation of test results. This may be reflected in diagnostic reports and in the setting of long range goals and short term objectives.

III. THE SLP OBTAINS AND USES DIAGNOSTIC INFORMATION.

B. The SLP obtains and uses information from co-workers and parents to assist with specific student problems.

Ratings

1. None of the descriptors is evident.
2. One of the descriptors is evident.
3. Two of the descriptors are evident.
4. Three of the descriptors are evident.
5. Four of the descriptors are evident.

Descriptors

- a. Participates in meetings with co-workers to discuss specific student problems.
- b. Uses information about specific student problems obtained during meetings with co-workers to assist the student in therapy.
- c. Communicates with parents (through meetings or phone calls) about their child's progress or problems.
- d. Informs parents of how the home can assist the school with specific student problems.

Key Points

- B. a. SLP discusses specific student problems with co-workers.

Credit may be given for this descriptor on the basis of placement committee discussions.

- b. Information obtained from discussions with co-workers is used to assist the student with his particular problems.

- c. SLP discusses student's progress or problems with parents. This communication may involve either the giving or receiving of information by such means as planned meetings, phone calls, or written communication.

Credit may be given for this descriptor if parents were involved in placement meetings.

- d. SLP uses information obtained from parents about specific student problems to help the student, or gives specific suggestions for parents to use to help the student at home.

III. THE SLP OBTAINS AND USES DIAGNOSTIC INFORMATION.

C. The SLP revises therapy as needed using evaluation results and observation data.

Ratings

1. None of the descriptors is evident.
2. One of the descriptors is evident.
3. Two of the descriptors are evident.
4. Three of the descriptors are evident.
5. Four of the descriptors are evident.

Descriptors

- a. Changes in therapy are made during the course of a session based on an analysis of student performance or feedback from students.
- b. Changes in therapy are made from day to day based on feedback from sources such as students, co-workers, or administrators, or analysis of student performance.
- c. Changes in therapy have been made from one objective to the next based on feedback from sources such as student, co-workers, or administrators, or analysis of student performance.
- d. Changes in long range goals are planned based on feedback from sources such as students, co-workers, or administrators, or analysis of student performance.

Key Points

C. a.

b.

c. Refers to changes in procedures when moving from one short term objective to another.

d.

IV. THE SLP PLANS FOR STUDENTS AND MAINTAINS RECORDS.

A. The SLP develops long range goals for students.

Descriptors	Key Points
1. Does not develop long range goals or long range goals are incomplete. 2. Does not explain bases upon which long range goals are developed for the individual student. 3. Explains bases upon which long range goals are developed but no documentation is available. *4. Explains bases upon which long range goals are developed and some documentation is available for each goal. *5. Explains bases upon which long range goals are developed and full documentation is available for each goal.	General Note: If the SLP is being evaluated at the beginning of the year and the long range goals carried over were written by someone else, ratings should be assigned in the following manner: a. a rating of "1" should be given if the SLP cannot explain the bases for goal development; b. ratings of "3", "4", or "5" are possible if SLPs indicate that they have reviewed the pre-established goals and can explain the bases for their development. A. 1. 2. 3. - 5. "Documentation" may include diagnostic reports, completed test forms, observational statements, and completed analysis sheets. These three descriptors are differentiated on the basis of completeness of documentation provided. The term "documentation" assumes that the evidence is valid. That is, that long range goals are based on documented student needs.

* Evidence for these descriptors must be found in the portfolio.

IV. THE SLP PLANS FOR STUDENTS AND MAINTAINS RECORDS.

B. The SLP develops short term objectives for students.

Descriptors	Key Points
1. Does not develop short term therapy objectives. *2. Develops short term therapy objectives. *3. Develops short term therapy objectives which are based on identified student needs. *4. Develops short term therapy objectives which are related to long range goals and based on identified student needs. *5. Develops short term therapy objectives directly related to each long range goal which are written in behavioral terms and based on identified student needs. * Evidence for these descriptors must be found in portfolio.	General Note: The rating given for this indicator should be based on evidence from the portfolio. "Identified student needs" are those which have been identified by the SLP, not by the data collector. B. 1. 2. 3. 4. 5. Allows for some inconsistency but the pattern of writing objectives should be in terms of anticipated observed behavior.

IV. THE SLP PLANS FOR STUDENTS AND MAINTAINS RECORDS.

*C. The SLP uses standard English when writing (legibility, spelling, punctuation, morphology, syntax, organization)

Descriptors	Key Points
1. Writing is characterized by numerous distracting and consistent variances which distort and/or make the content difficult to read and comprehend.	C. 1.
2. Writing is characterized by some distracting variances which distort and/or make the content difficult to read and comprehend.	2.
3. Writing is characterized by some distracting variances, but the content is easily read and comprehended.	3.
4. Writing is characterized by infrequent variances, but content is easily read and comprehended.	4.
5. Writing is characterized by an absence of variances and a noticeably well-organized, coordination of ideas (i.e., the purpose of the written message is readily understood and sentences and paragraphs incorporate different aspects of the stated purpose; transitions are provided and adjacent paragraphs are related).	5.

* Evidence for this indicator may be found by referring to the portfolio.

IV. THE SLP PLANS FOR STUDENTS AND MAINTAINS RECORDS.

D. The SLP records program and student information.

Descriptors

1. Does not maintain program or student records.
- *2. Employs record keeping procedures inconsistently. Program and student records are incomplete and/or not current.
- *3. Develops and implements a system that maintains current records for reporting program and student management information. A set of procedures has been established. All required forms and procedures are complete.
- *4. In addition to #3, maintains forms which are easily accessible for reference. Daily student progress information is available as evidenced by records, charts and/or graphs.
- *5. In addition to #4, maintains and analyzes extensive program management records (e.g., average length of services for mild, moderate, and severe students, accuracy of teacher referrals, etc.).

* Evidence for these descriptors must be found in the portfolio.

Key Points

General Note: Reference should be made to requirements for portfolio (p. 5) for examples of adequate program and student information.

- D. 1. Student and/or program records are not evident.
2. & 3. "Degree of completeness" refers to the number of different types of records and to the extent to which the record forms are filled out.
3. "All required" refers to IEPs (including placement minutes), permissions to evaluate, and permissions to place.
4. The SLP is able to demonstrate that the records are in good order and easily retrieved.
5. In addition to #4, record forms indicate some summarization and analysis records. Analysis could include use of program summary data to evaluate program effectiveness.

V. THE SLP USES THERAPY APPROACHES AND MATERIALS

A. The SLP uses therapy approaches which meet individual student needs.

Descriptors

1. Does not use therapy approaches chosen on the basis of individual student needs (indicated by student responses, student progress, or SLP's stated rationale for selection of approaches).
2. Seldom uses therapy approaches chosen on the basis of individual student needs.
3. Usually uses therapy approaches chosen on the basis of individual student needs.
4. Always uses therapy approaches chosen on the basis of individual student needs.
5. In addition to #4, incorporates new and/or innovative therapy approaches.

* Supporting evidence may be found in the portfolio.

Key Points

General Note: "Therapy approaches" are organized programs leading to skill acquisition.

A. 1.

2. "Seldom" refers to "less than half the time."

3. "Usually" refers to "more than half the time."

4. "Always" refers to "with rare exception."

5.

V. THE SLP USES THERAPY APPROACHES AND MATERIALS

B. The SLP implements therapy activities in a logical sequence.

- | Descriptors | Key Points |
|---|---|
| 1. Uses therapy activities which are unrelated to one another or to the objectives. | B. 1. |
| 2. Uses many ideas, skills or activities out of logical sequence. | 2. - 4. "Logical sequence" refers to the use of methodologically sound therapeutic sequencing and refers to the order of activities as well as to presentation order within activities. |
| 3. Arranges therapy activities to present most ideas, skills, etc., in a logical sequence. There is only an occasional problem in sequencing. | 5. This rating can be given if it can be determined that the prerequisites are present. |
| 4. Sequences all therapy activities in a logical order. | |
| 5. In addition to #4, makes provisions for students to acquire speech/language prerequisites before or during therapy activities. | |

V. THE SLP USES THERAPY APPROACHES AND MATERIALS

C. The SLP uses materials compatible with student age and student interest.

- | Descriptors | Key Points |
|---|--|
| 1. Uses materials which are not compatible with student age and interests. | General Note: "Age" refers to chronological age and <u>mental</u> age. |
| 2. Uses materials which are compatible with student age and interests some of the time. | C. 1. |
| 3. Uses materials which are compatible with student age and interests most of the time. | 2. |
| 4. Uses materials which are compatible with student age and interests all of the time. | 3. |
| 5. In addition to #4, allows some student choice of materials. | 4. |
| | 5. Refers to structured rather than random choice. |

VI. THE SLP STIMULATES AND INTERACTS WITH STUDENTS TO ENHANCE STUDENT PERFORMANCE.

A. The SLP provides stimuli or cues during therapy.

- | Descriptors | Key Points |
|---|--|
| 1. Provides stimuli or cues which are consistently unclear and thus do not facilitate student response; uses modalities which do not facilitate student response. | General Note: "Stimuli" and "cues" immediately precede the student response. |
| 2. Provides unclear stimuli or cues most of the time and/or uses modalities which frequently do not facilitate student response. | "Facilitate" refers to helping the student respond <u>correctly</u> . |
| 3. Provides stimuli or cues which are clear most of the time and uses modalities which usually facilitate student response. | A. 1. |
| 4. Consistently provides stimuli or cues which are clear and uses modalities which consistently facilitate student response. | 2. |
| 5. In addition to #4, uses innovative techniques for stimulation. | 3. |
| | 4. |
| | 5. |

VI. THE SLP STIMULATES AND INTERACTS WITH STUDENTS TO ENHANCE STUDENT PERFORMANCE.

B. The SLP reinforces student responses.

Descriptors	Key Points
1. Gives no indication whether student responses are correct or incorrect. 2. Gives a few ambiguous indicators that student responses are correct or incorrect (e.g., saying O.K., all right). 3. Usually indicates whether student responses are correct or incorrect; relies upon only one type of feedback (e.g., saying "that's right" for each correct response). 4. Consistently indicates the correctness of responses; uses more than one type of reinforcement or reward; offers a few explanations and suggestions. 5. Consistently uses a wide variety of reinforcements and rewards; indicates whether or not responses are correct; offers explanations and suggestions; relates student responses to achievement of objectives and long range goals.	General Note: This indicator refers to the accuracy of reinforcement as well as to the presence or absence of reinforcement. B. 1. 2. "Few" refers to "less than one-half the time." 3. "Usually" refers to "more than one-half the time." 3. - 5. All portions of the indicators must be present for these ratings to be given. 4. - 5. "Consistently" refers to "with rare exception."

VI. THE SLP STIMULATES AND INTERACTS WITH STUDENTS TO ENHANCE STUDENT PERFORMANCE.

C. The SLP obtains responses which allow for evaluation of student performance in therapy.

Descriptors	Key Points
1. Obtains too few responses to judge adequacy of student performance at a given level of therapy.	C. 1.
2. Seldom obtains sufficient responses to judge adequacy of student performance at a given level of therapy.	2. "Seldom" refers to "less than one-half the time."
3. Obtains enough responses most of the time to judge adequacy of student performance at a given level of therapy.	3. "Most" refers to "more than one-half the time."
4. Consistently obtains enough responses to judge adequacy of student performance at a given level of therapy.	4. "Consistently" refers to "with rare exception."
5. Obtains optimal number of responses to judge adequacy of student performance at a given level of therapy.	5. "Optimal number" refers to neither <u>too many</u> nor <u>too few</u> responses.

VII. THE SLP USES THERAPY MANAGEMENT SKILLS.

B. The SLP provides motivating activities.

Descriptors	Key Points
1. Provides activities with no consideration of individual student's therapy needs and interests.	B. 1.
2. Provides activities which recognize some of the student's therapy needs and interests.	2.
3. Consistently provides activities which, although limited in variety, are differentiated according to student ability, interests and therapy needs.	3.
4. Consistently provides a variety of activities which are differentiated according to student ability, interests and therapy needs.	4.
5. In addition to #4, stimulates the student to work independently and to engage in therapy-related work outside of the therapy setting.	5.

VII. THE SLP USES THERAPY MANAGEMENT SKILLS.

C. The SLP records responses during diagnostic and therapy activities.

- | Descriptors | Key Points |
|---|---|
| 1. Does not record responses. | <p>General Note: This indicator applies to response recording during activities for all types of speech-language disorders--not just articulation. This indicator assumes general accuracy of recording.</p> <p>C. 1.</p> <p>2.</p> <p>3. - 5. In addition to describing the consistency of response recording, these descriptors also include the degree to which the response recording intrudes into the flow of therapy.</p> <p>4. - 5. "All" refers to "with rare exception."</p> <p>5. An example of accelerating progress would be that the method of recording responses serves to motivate students.</p> |
| 2. Records few responses. | |
| 3. Records most responses and/or the flow of the session is occasionally interrupted. | |
| 4. Records all responses and the flow of the session is not interrupted. | |
| 5. In addition to #4, accelerates progress toward therapy goals. | |

VII. THE SLP USES THERAPY MANAGEMENT SKILLS.

D. The SLP reinforces and encourages the efforts of students to maintain involvement.

Ratings

1. None of the descriptors is evident.
2. One of the descriptors is evident.
3. Two of the descriptors are evident.
4. Three of the descriptors are evident.
5. Four of the descriptors are evident.

Descriptors

- a. Uses activities which are appropriate for students.
- b. Varies pace and nature of activity.
- c. Responds positively to student participation.
- d. Identifies and responds to off-task student behavior, or all students are on-task.

Key Points

- D. a. Takes into account difficulty of activity, interests of students, etc.
- b. SLP varies the stimuli by changing activities, etc.
- c. SLP reinforces student participation.
- c. - d. Both of these descriptors may be rated based on verbal or non-verbal (frowns, smiles, etc.) feedback. In each case the SLP's response must be appropriate to warrant a rating.
- d. The SLP reacts consistently and effectively to regain the attention of individuals or groups who are off-task, or there are no students off-task.

ASSESSMENT RECORDING FORM

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SPAP 5A

Observed SLP _____ SS# _____ Data Collector _____
(Print name)

School System _____ Date _____
(Signature)

I. The SLP demonstrates program management skills.

- ☐ A. Informs faculty of program services.
- ☐ B. Develops work schedule(s) which will fit the needs of the student, school and faculty.
- ☐ C. Maintains a physical environment conducive to learning.

II. The SLP uses screening and referral techniques.

- ☐ A. Implements screening and/or referral procedures to identify students needing speech-language evaluation.
- ☐ B. Follows through on referrals made to the program.
- ☐ C. Makes referrals for further evaluations.

III. The SLP obtains and uses diagnostic information.

- ☐ A. Obtains diagnostic information.
- ☐ B. Obtains and uses information from co-workers and parents to assist with specific student problems.
- ☐ C. Revises therapy as needed using evaluation results and observation data.

IV. The SLP plans for students and maintains records.

- ☐ A. Develops long range goals for students.
- ☐ B. Develops short term objectives for students.
- ☐ C. Uses standard English when writing (legibility, spelling, punctuation, morphology, syntax, organization).
- ☐ D. Records program and student information.

V. The SLP uses therapy approaches and materials.

- ☐ A. Uses therapy approaches which meet individual student needs.
- ☐ B. Implements therapy activities in a logical sequence.
- ☐ C. Uses materials compatible with student age and student interest.

VI. The SLP stimulates and interacts with students to enhance student performance.

- ☐ A. Provides stimuli or cues during therapy.
- ☐ B. Reinforces student responses.
- ☐ C. Obtains responses which allow for evaluation of student performance in therapy.

VII. The SLP uses therapy management skills.

- ☐ A. Provides instructions and explanations which are understood by the student.
- ☐ B. Provides motivating activities.
- ☐ C. Records responses during diagnostic and therapy activities.
- ☐ D. Reinforces and encourages the efforts of students to maintain involvement.

ASSESSMENT RECORDING FORM (PRINCIPAL/ADMINISTRATOR)

Observed SLP _____ Prin./Admin. _____
(Print name)School System _____ Date _____
(Signature)

I. The SLP demonstrates program management skills.

☐
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☐

- A. Informs faculty of program services.
B. Develops work schedule(s) which will fit the needs of the student,
school and faculty.
C. Maintains a physical environment conducive to learning.

II. The SLP uses screening and referral techniques.

☐
☐

- A. Implements screening and/or referral procedures to identify students
needing speech-language evaluation.
B. Follows through on referrals made to the program.

IV. The SLP plans for students and maintains records.

☐
☐

- C. Uses standard English when writing (legibility, spelling, punctuation,
morphology, syntax, organization).
D. Records program and student information.

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ASSESSMENT RECORDING FORM (SPECIAL EDUCATION SUPERVISOR).

Observed SLP _____ Sp. Ed. Super. _____
(Print name)

School System _____ Date _____
(Signature)

I. The SLP demonstrates program management skills.

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☐

- A. Informs faculty of program services.
- B. Develops work schedule(s) which will fit the needs of the student, school and faculty.

II. The SLP uses screening and referral techniques.

☐
☐
☐

- A. Implements screening and/or referral procedures to identify students needing speech-language evaluation.
- B. Follows through on referrals made to the program.
- C. Makes referrals for further evaluations.

III. The SLP obtains and uses diagnostic information.

☐

- B. Obtains and uses information from co-workers and parents to assist with specific student problems.

IV. The SLP plans for students and maintains records.

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☐
☐

- A. Develops long range goals for students.
- C. Uses standard English when writing (legibility, spelling, punctuation, morphology, syntax, organisation).
- D. Records program and student information.

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VII. THE SLP USES THERAPY MANAGEMENT SKILLS.

A. The SLP provides instructions and explanations which are understood by the student.

Descriptors	Key Points
1. Uses instructions and explanations that are consistently incompatible with the student's level of understanding.	General Note: This indicator refers to both the quantitative and qualitative aspects of clarity.
2. Uses instructions and explanations that are incompatible with the student's level of understanding some of the time.	A. 1.
3. Uses instructions and explanations that are compatible with the student's level of understanding most of the time.	2.
4. Uses instructions and explanations that are compatible with the student's level of understanding and makes modifications when necessary so that the student usually understands.	3.
5. Uses instructions and explanations that are highly compatible with the student's level of understanding and modifies in rare instances of misunderstanding.	4. & 5. There is evidence that the SLP is aware that there is a need to change instructions and explanations and makes <u>appropriate</u> modifications.